DOCUMENT RESUME

ED 105 361 95 CG 400 113

AUTHOR	Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.
TITLE	Counseling for Drug Abuse. Searchlight: Relevant Resources in High Interest Areas. Update Search 40-2.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Dec 74
CONTRACT	OEC-3-6-002487-1579
NOTE	23p.; For related documents, see ED 061 566 and ED 082 107
AVAILABLE FROM	Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request)
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; *Counseling Programs; *Drug Abuse; Literature Reviews; Periodicals; Publications; *Research Reviews (Publications); *Resource Materials
IDENTIFIERS	*Searchlight

ABSTRACT

This second updated search reviews 81 document abstracts retrieved from the ERIC collection, "Dissertation Abstracts," and the journal literature, and covers techniques and school programs for education and prevention of drug abuse. (CJ)

ED105361

searchlight

Relevant Resources in High Interest Areas

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4U-2 UPDATE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search reviews techniques and school programs for education and prevention of drug abuse.
(81 document abstracts retreived)

$1.50

CG 400 113

Counseling for Drug Abuse

ERIC

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 082 266 CS 500 431

McEwen, William J. Wittbold, George H.

Assessing the Persuasiveness of Drug Abuse Information. Drug Abuse Information Research Project.

Connecticut Univ., Storrs. Communication Research Program.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—DAIR-6

Pub Date May 72

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication (Thought Transfer), *Drug Abuse, *Drug Education, *Information Dissemination, Information Theory, Measurement Techniques, *Persuasive Discourse, *Television Commercials, Television Research

Identifiers—*Drug Abuse Information Research Project (DAIR), Public Service Advertising

The magnitude of the effect television has on young people's lives makes it an important source of drug abuse information, but there is a question as to whether or not such information is persuasive. Some studies indicate that viewer response to anti-drug television commercials falls into four judgmental dimensions: relevant persuasion, negative evaluation, creative stimulation, and the degree of "hard sell." Exploratory study at the University of Connecticut analyzed 114 students' responses to five commercials with different types of persuasive appeals. The findings of the study were inconclusive. For example, one commercial considered as "hard sell" (threatening or emotional) was perceived as low in persuasive and creative qualities and high in negative reactions, whereas another commercial of the "hard sell" nature was considered persuasive and effective. Results of this study indicate possibilities for future research on persuasive strategies and the effectiveness of statistical measurements to evaluate the effectiveness of these strategies. (RN)

ED 083 495 CG 008 328

Rossi, Beatrice J. And Others

Adolescents' Stress Levels, Coping Activities and Father's Drinking Behavior.

Pub Date Aug 73

Note—9p.; Paper presented at the American Psychological Association Convention, 27-31 August 1973, Montreal

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adjustment (to Environment), Adjustment Problems, *Adolescents, *Alcoholism, Anxiety, *Fathers, Health, Parent Influence, Psychological Patterns, Psychophysiology, *Stress Variables

The relationship between stress and adjustment and the perceived severity of father's drinking was studied in a random sample of adolescents in a southeastern general population. Significant differences were found on measures of psychophysiological stress, degree of anger usually experienced, and activities used to relieve depression. Children of heavy drinkers indicated more stress and depression but utilized fewer effective adaptive methods of dealing with their anxiety and depression. These findings suggest the importance of the perceived father's drinking behavior for their children's physical and psychological health and the need for counseling and school programs in this area. (Author/LAA)

ED 083 496 CG 008 329

Rossi, Beatrice A. Ewing, John A.

Student Drug Use, Risk-Taking and Alienation.

Pub Date May 73

Note—14p.; Paper presented at the American Psychiatric Association, 7-11 May 1973, Honolulu, Hawaii

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Alcoholism, Behavior Patterns, *College Students, *Drug Abuse, *Marihuana, Questionnaires, *Risk, Sedatives, Socially Deviant Behavior, *Student Alienation, Surveys

This study seeks: (1) to detect whether an increase in drug use occurred in the two years since a previous similar study, (2) to determine the kinds and levels of risk which the students associated with the nonprescription use of various drugs, and (3) to examine the extent to which the marihuana groups showed alienation. The study drew a proportionate random sample, stratified on the basis of sex class year, from the undergraduates in a southeastern coeducational university. The students received mailed questionnaires which examined the use of eight drugs. The results show that marijuana continuers, experimenters, and non-users differ significantly. More users report driving after drinking, using marihuana to overcome depression, and experiencing identity problems. Continuing marihuana users reported serious suicidal thoughts. The perception of fewer risks involved with marihuana use relates more directly to its use than do indicators of alienation. (Author/LAA)

ED 083 509 CG 008 373

Goldstein, Joel W. Korn, James H.

Judging the Shape of Things to Come: Lessons Learned from Comparisons of Student Drug Users in 1968 and 1970.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Report No—R-72-2

Pub Date 72

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Patterns, *College Students, *Demography, *Drug Abuse, Psychological Patterns, *Student Characteristics, Surveys

Patterns of psychoactive drug usage of students at a heterogeneous university were surveyed in 1968, and the Class of 1972 was twice resurveyed. Changes included increases in use of all drugs within the Class of 1972 and between juniors of 1968 and 1970 for popular drugs other than alcohol. Later starting students were somewhat less likely to be narrowly characterizable demographically, and appeared less positive and committed toward their present and future usage. It is suggested that usage became more routine in meaning in students' lives over time, and thus the characteristics of eventual usage patterns cannot be obtained by extrapolation from early patterns. (Author)

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ED 083 659 CS 500 446

Hanneman, Gerhard J. McEwen, William J.

An Experimental Analysis of Reaction to Filmed Drug Abuse Information. Drug Abuse Information Research Project.

Connecticut Univ., Storrs. Communication Research Program.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—DAIR-R-8

Pub Date Jun 72

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Arousal Patterns, Attention, Behavioral Science Research, *Drug Abuse, *Drug Education, Information Dissemination, *Information Theory, *Social Problems, *Television Commercials

Identifiers—DAIR, Drug Abuse Information Research Project

Message strategies relating to information about social problems such as drug abuse have been based on the assumption that exposure to relevant information via mass media will result in behavior modification. There is need, however, for scientific inquiry into methods of information acquisition and perceptual response to information. A two-part study in Connecticut was designed to utilize objective and subjective measurements of viewer response to public service drug abuse commercials. The first experiment provided comparative evaluations of the qualities of five television commercials according to their potency, conventionality, realistic qualities, predictability, and informational values. In the second experiment, galvanic skin response measurements were used to determine message-generated attention as subjects were looking at one of the commercials, this was followed by posttest ratings. Results indicated that "hard sell" messages against drug abuse use (threatening, emotional, or disturbing approaches) appear to be most reliable for measurement of viewer perception regardless of the amount of attention generated during the actual viewing period. Attention arousal is important as a determinant of communication-generated behavior but is not necessarily related to the receiver's perceptual response and degree of persuasion. (RN)

ED 084 467 CG 008 474

Kearns, Patricia M.

Drug Dependence--A Comparative Study to Discover Significant Factors Relating to Interpersonal and Intrafamilial Relationships Prevalent in a Group of Trainees at Fort Sam Houston, Texas.

Pub Date Aug 73

Note—90p.; M.S. thesis in Health Care Administration, Trinity University

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Drug Abuse, *Family Relationship, *Interpersonal Relationship, *Masters Theses, Military Service, *Predictor Variables, Psychological Characteristics, Student Teacher Relationship

This thesis is an analysis of data concerning drug usage among three groups of young soldiers and isolates significant factors relating to characteristic interpersonal and intrafamilial relationships prevalent in these groups. Those soldiers dependent on drugs all came from families that they considered disharmonious. The following variables discriminated drug-dependent individuals: family relationship, father relationship, neighborhood status, teacher relationships, school preference, opium usage, barbiturate usage, marihuana usage, arrests, convictions, whether the natural parents were living, and whether the individual lived at home until the age of 16. To differentiate between drug users and non-drug users, the study derived a predictive formula consisting of family relationship, teacher relationships, marihuana usage, and arrests. The author suggests the incorporation of sophisticated testing into Army selection procedures to detect maladjusted young men. (Author/LAA)

ED 086 640 SO 006 878

Wenk, Ernst A.

Peer Conducted Research: A Novel Approach in Drug Education.

Pub Date Oct 73

Note—48p.; Paper presented to the International Congress on Drug Education (1st, Montreux Vd., Switzerland, October 14-18 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Drug Abuse, *Drug Education, Educational Innovation, High School Students, Models, *Peer Relationship, Problem Solving, Relevance (Education), *Research Methodology, Scientific Methodology, Secondary Education, *Social Problems, Student Interests, *Student Participation, Student Role

Identifiers—Partnership in Research

A high school in the New England area was the setting for experimenting with a potential model for effective prevention and intervention in drug abuse and other areas of social concern. The method used is called Partnership in Research. It breaks with the traditional research model by involving the subjects as partners and participant researchers in an attempt at self study. The students studied drug use at their school, utilizing research methods to objectively appraise the problems which drugs pose to them and their peers. This paper discusses the role of science in the struggle for social survival, noting that traditional scientific models are inadequate for social science research, that much research is irrelevant and lacks utility, is narrow and simplistic in focus, and has little practical effect on social problem solving. The student's efforts as described demonstrate that high school students can develop and apply highly relevant questions and issues regarding their own interests and development. Findings from the student's study are listed and possibilities for further use of this model are examined. An appendix contains a drug group questionnaire. (Author/KSM)

ED 087 592 RC 007 649

Frederick, Calvin J., Comp. And Others

Suicide, Homicide, and Alcoholism Among American Indians: Guidelines for Help.

National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Report No—DHEW-ADM-74-42

Pub Date 74

Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 1724-00324, $0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aggression, *Alcoholism, *American Indians, Corrective Institutions, Death, Delinquency, Prevention, Demography, Emotionally Disturbed, Eskimos, Health Education, Health Needs, Health Services, Mental Health Programs, *Prevention, Program Development, Psychiatric Services, Rehabilitation Programs, Resources, Self Concept, *Socially Deviant Behavior, Statistical Data, *Suicide, Violence, Youth Problems

Designed to help alleviate some of the health problems among American Indians and Eskimos, this booklet covers suicide, homicide, and alcoholism. It can be used to provide: (1) "how to" guidelines which describe ways for recognizing, handling, and preventing possible suicides among American Indians, and (2) survey data and literature for use as a planning guide in the development of crisis intervention and suicide prevention programs. Contents include: tribal and population data; Indian health problems; the current status of Indian suicide and alcoholism; old ways versus new; problems of transition; how to identify potential suicides; 10 preventive steps (suicide); ingredients of an Indian suicide prevention program; how to prevent suicide in jails; Indian homicide; Indian alcoholism; facts about alcohol; how dependency develops (alcohol); group resources for rehabilitation; multidisciplinary resources; incidence and severity of the Indian alcohol problem; alcoholism among young people; and causes of suicides related to alcoholism. The 6 recommendations cover workshops, information centers, teacher training, crisis intervention centers, newsletters, and audiovisual information. Appendixes give population data and community mental health centers serving Indians and Eskimos. (KM)

Journal Articles

EJ 065 884 040 CG 504 994
Effecting Drug Attitude Change in College Students Via Induced Cognitive Dissonance Swisher, John D.; Horan, John J., *Journal of the Student Personnel Association for Teacher Education*, v11 n1, pp26-31, Sep 72
•Changing Attitudes, •Drug Abuse, •Student Personnel Programs, •Attitudes, •Behavior Change, College Students, College Freshmen

EJ 065 975 060 AA 514 050
The Pursuit of "Instantness" in Technocratic Society and Youth's Psychedelic Drug Use Sebald, Hans, *Adolescence*, v7 n27, pp343-50, F 72
•American Culture, •Need Gratification, •Drug Abuse, •Youth, •Attitudes, Perception, Cultural Environment, Cultural Awareness
Author theorizes that American youth, accustomed to media promises of "instant results" for products, has turned to drugs as a method of acquiring "instant insight" and knowledge. (SP)

EJ 065 979 060 CG 505 029
An Examination Of Five Difficult Issues Related To School Drug Problems Nickerson, Carl J., *Journal of School Health*, v42 n8, pp441-445, Oct 72
•Drug Abuse, •Drug Addiction, •Drug Abuse, •Drug Education, •Health Education, Attitudes
The author identifies such problems as emergency care and profiteering as they relate to the larger issue of drug abuse. His attention is on those problems which usually receive little consideration but which are an integral part of the drug scene. (BY)

EJ 065 981 060 CG 505 041
Adolescent Drug Use and the Alienation Syndrome Rollins, Joan A., Holden, Raymond H., *Journal of Drug Education*, v2 n3, pp249-261, Sep 72
•Adolescents, •Drug Abuse, •Student Alienation, •Drug Addiction, Student Attitudes
A drug survey found higher drug usage among males, blacks, eighth graders, children from broken homes, and children who do not plan to complete high school. It is suggested that these adolescents are enmeshed in an "alienation syndrome" and need a variety of services for prevention and rehabilitation. (Author)

EJ 065 982 060 CG 505 042
Preventing the Causes of Drug Abuse Goodman, J. Knight, *Journal of Drug Education*, v2 n3, pp263-268, Sep 72
•Drug Abuse, •Drug Education, •Models, •Student Behavior, •Mental Health, Drug Addiction
This article develops a conceptual model of the causes of drug abuse and proposes an educational effort aimed at preventing those causes. (Author)

EJ 065 983 060 CG 505 043
Drug Involvement: A Response to an Inadequate Environment Winslow, Troy; And Others, *Journal of Drug Education*, v2 n3, pp269-278, Sep 72
•Drug Abuse, •Drug Education, •Behavior Patterns, Drug Addiction, Health Personnel
In this selection from a handbook for professionals concerned with drug abuse, the authors attempt to create a frame of reference which will lead to a better understanding of some of the factors that may be related to the decisions of individuals to become involved with drugs of abuse. (Author)

EJ 066 044 090 CG 504 976
Experiences in Counseling the Drug Addict Saady, Eileen; And Others, *Journal of Employment Counseling*, v9 n3, pp151-156, Sep 72
•Counseling, •Drug Addiction, •Drug Abuse, •Counselor Role, Behavior Problems, Employment Counselors, Helping Relationship

EJ 071 635 250 AA 514 643
Marijuana and the Young: Problem or Protest? Rist, Ray C., *Intellect*, v101 n2345, pp154-6, Dec 72
•Marihuana, •Drug Legislation, •Social Change
The law against marijuana finds itself in the paradoxical position of encouraging what it theoretically is committed to eradicate. (Author)

EJ 072 602 090 AA 515 386
Drug Abuse Prevention: A Behavioral Approach Warner, Richard W.; And Others, *NASSP Bulletin*, v57 n372, pp49-54, Apr 73
•Drug Abuse, •Prevention, •Behavioral Counseling, •Grade 9, •Group Counseling, Attitude Tests, Counseling Goals
Article describes a drug abuse prevention program conducted by school counselors with ninth grade students. While results are mixed, they do give the practicing counselor some direction in which to move. (Editor)

EJ 072 822 140 CG 505 480
Associations and Misconceptions about Drugs among Children and Teachers in Grades Five and Six Swanson, Jon Colby, Phillips, Carole Ann, *Journal of Drug Education*, v2 n4, pp337-344, W 72
•Drug Education, •Association (Psychological), •Narcotics, •Drug Abuse, •Mass Media, Information Dissemination
Product advertising appears to have created a number of misconceptions about over-the-counter and other drugs in the minds of fifth and sixth graders. Young people lack an appropriate framework to which to relate the information they receive about drugs. A few beginning concepts for drug education are outlined. (Author)

EJ 072 826 140 CG 505 514
Problems of Reaching Youth Chafetz, Morris E., *Journal of School Health*, v43 n1, pp40-44, Jan 73
•Social Responsibility, •Adolescents, •Alcohol Education, •Prevention, •Alcoholism, Health Education, Social Problems, Health
Suggestions for teaching young people socially responsible behavior through public education programs and other measures that could contribute to the prevention of alcohol abuse. Presentation at the Session on Alcohol and the Adolescent, 14th Annual AMA-ASHA Session on School Health, San Francisco, California, 1972. (JC)

EJ 073 199 250 CG 505 512
Alcoholism in Adolescence Fox, Vernelie, *Journal of School Health*, v43 n1, pp32-35, Jan 73
•Literature Reviews, •Alcoholism, •Health, •Adolescence, •Youth Problems, Adolescents, Youth
A review of the research and literature on the subject of alcohol and youth which points out the complexity of the problem. Paper presented at the 14th Annual AMA-ASHA Session on School Health at San Francisco, California 1972. (JC)

EJ 077 970 250 AA 515 758
An Opponent-Process Theory of Motivation: II. Cigarette Addiction Solomon, Richard L.; Corbit, John D., *Journal of Abnormal Psychology*, v81 n2, pp158-71, Apr 73
•Smoking, •Motivation, •Habit Formation, •Psychological Studies, •Behavior Change, Psychological Needs, Diagrams, Conditioned Response, Stimulation, Behavior
Methods suggested by opponent-process theory of acquired motivation in helping smokers to quit the habit include use of antagonistic drugs, total cessation from tobacco, and decrease in intensity and frequency of tobacco use. (DS)

EJ 078 939 060 CG 505 719
Effect of Communicator Background on Credibility Panzica, Norman, *Journal of Drug Education*, v3 n1, pp95-100, Spr 73
•Drug Education, •Drug Abuse, •Student Reaction, •Adult Characteristics, •Speeches, Background, Assembly Programs, Change Agents
To help assess the effect of a communicator's perceived background on his credibility, students were asked to rate a speaker on drug abuse. Half the students were led to believe that the speaker had himself used psychotropic drugs regularly. The others were told he had used no such drugs. Differences in mean ratings did not show statistical significance. (Author)

EJ 079 260 140 CG 505 712
Drug Education At Its Best--The Shaping of Values and Anti-Drug Attitudes Piorkowski, Geraldine K., *Journal of Drug Education*, v3 n1, pp31-37, Spr 73
•Drug Education, •Drug Abuse, •Attitudes, •Personal Values, •Behavior Change, Narcotics
Parents and educators have become increasingly intent upon "doing something" to reduce the incidence of drug abuse. Frequently, these attempts focus solely upon drug information, which though useful, do not automatically change behavior or attitudes. Of more importance are the values and attitudes which govern our relationships with others and our goals in living. (Author)

EJ 079 263 140 CG 505 716
Modifying Attitudes Towards Drugs In Seventh Grade Students Amendolara, Filomena R., *Journal of Drug Education*, v3 n1, pp71-78, Spr 73
•Drug Education, •Changing Attitudes, •Narcotics, •Drug Abuse, •Student Attitudes, Educational Programs
The study examined the relationship between attitudes towards drugs and factors such as IQ, sex, father's occupation, and six areas of adjustment. (Author)

EJ 079 707 250 CG 505 211
A Synthesis of Current Research On Marijuana Brubaker, Timothy H., *Journal of Drug Education*, v3 n1, pp25-30, Spr 73
*Drug Education, *Drug Addiction, *Marihuana, *Narcotics, *Literature Reviews, Drug Abuse, Research
Since the isolation of the active component of marijuana (THC), studies have revealed various effects to the memory, specific physiological effects, and definite visual effects to individuals while under the influence of marijuana. The sociological aspects of the drug may stimulate an individual into the use of this drug. (Author)

EJ 079 273 140 CG 505 800
Perception, Psychedelics, And Social Change Kaiser, Charles; Gold, Robert, *Journal of Drug Education*, v3 n2, pp141-151, Sum 73
*Drug Education, *Drug Abuse, *Perception, *Social Change, *Lysergic Acid Diethylamide, Drug Addiction
The most profound consequences of the increasingly widespread use of psychedelics may be sociological in nature. Altered states of consciousness create nothing less than new perceptual configurations which may well spell the end of social institutions based upon modes of perception which are incongruent with new perceptions being attained by increasing numbers of people via the psychedelic experience. (Author)

EJ 079 734 250 SP 501 851
Drug Abuse Education--Tell It Like It Is Fulton, Gene, *School Health Review*, v3 n4, pp35-37, Jul-Aug 72
*Drug Abuse, *Health Education, *Drug Education, *Marihuana, *Lysergic Acid Diethylamide, Health
This is a well-reasoned article abjuring scare tactics in drug education and discussing the handling of drug education topics, specifically Marihuana and LSD. (JA)

EJ 080 663 060 CG 505 946
Students' and Counselors' Knowledge of Drugs and Their Effects Ognibene, Gerald L.; Riccio, Anthony C., *School Counselor*, v20 n5, pp384-386, May 73
*Drug Abuse, *Counselor Attitudes, *Drug Education, *Student Opinion, *Response Mode, Attitudes
The study reported here concerns the knowledge that students and school counselors have about drugs and the attitudes these groups hold toward drug users. (Authors)

EJ 081 066 140 UD 502 457
A Way Out: People and Drugs Sexton, Brendan; John, Sexton; Patricia, Mayo, *Social Policy*, v3, pp11-24, Mar-Apr 73
*Drug Education, *Drug Addiction, *Clinical Experience, *Counseling Programs, *Therapy, Counseling Services, Rehabilitation, Mental Health, Emotional Experience

EJ 082 358 AA 516 472
MMPI Characteristics of College Freshman Males Who Later Became Alcoholics Loper, Rodney G., And Others, *Journal of Abnormal Psychology*, v82 n1, pp159-62, Aug 73
*College Freshmen, *Males, *Alcoholism, *Individual Characteristics, Tables (Data), Sampling, Scores, Personality Studies, [*Minnesota Multiphasic Inventory, MMPI]
The present study purports to investigate further the antecedent personality characteristics of alcoholics by examining the personality test scores of a sample of college freshmen later hospitalized for alcoholism and comparing them to a control group of classmates. (Author)

EJ 082 497 CG 506 066
Problem Recognized--Solutions Attempted Edwards, Funson, And Others, *Journal of the International Association of Pupil Personnel Workers*, v17 n3, pp140-142, Jun 73
*Problem Solving, *Drug Abuse, *Drug Addiction, *Drug Education, *Student Behavior, Narcotics, Student Participation
This article examines the problem of drug abuse in one school system and suggests certain procedures that possibly could afford some relief if cautiously and systematically followed. Author)

EJ 083 416 SE 509 341
The Dynamics of a Heroin Addiction Epidemic DuPont, Robert L., Greene, Mark H., *Science*, v181 n4101, pp716-722, Aug 73
*Drug Abuse, *Drug Addiction, *Drug Education, *Health Education, Crime, Narcotics, Resource Materials, Socially Deviant Behavior, [*Heroin]
Discusses recent trends in heroin addiction in Washington, D.C. In 1969 a comprehensive, multimodal treatment program for addicts was introduced and a major law enforcement commitment was made to reduce the heroin supply. These factors, together with changing community attitudes, may be responsible for a remarkable decline in heroin addiction. (JR)

EJ 083 490 SP 501 989
Strategies of Prevention and Alcohol Opinion Campaigns Room, Robin, *Journal of Alcohol and Drug Education*, v18 n1, pp6-8, F 72
*Alcohol Education, *Alcoholism, *Public Opinion, Drug Education, Health Education
The assertation that normal drinking and alcoholic drinking are essentially unrelated to each other has a number of built-in attractions. But as an instrument for the prevention of drinking problems, it is a step in the wrong direction. (Author/JA)

EJ 083 491 SP 501 990
The Ex-Addict Paraprofessional: Views on Training Needs and Vocational Goals Perlman, Leonard G., *Journal of Alcohol and Drug Education*, v18 n1, pp9-14, F 72
*Drug Addiction, *Drug Abuse, *Drug Therapy, *Vocational Education, Vocational Counseling

EJ 083 494 SP 501 993
Alcohol and Health Education in Schools Davies, John; Stacy, Barrie, *Journal of Alcohol and Drug Education*, v17 n2, pp1-7, W 72
*Alcohol Education, *Health Education, Program Descriptions, Drug Education, Program Design
The status of alcohol and drug education. (JA)

EJ 083 495 SP 501 994
Sensation Seeking and Alcohol Use: A Correlate in Experience Segal, Bernard; Rose, Rodger, *Journal of Alcohol and Drug Education*, v17 n2, pp8-12, W 72
*Alcoholism, *Drug Abuse, *Behavior Patterns, [Sensation Seeking]

EJ 083 497 SP 501 996
Resource Unit Outlines for Alcohol Education *Journal of Alcohol and Drug Education*, v17 n2, pp19-22, W 72
*Alcohol Education, *Resource Units, *Instructional Aids, Resource Materials
Resource unit outlines for classroom teachers on alcohol education for Grades 7 through 12. (JA)

EJ 083 498 SP 501 997
Some Alternatives to Criminal Prosecution for the Victimless Crimes of Drunkenness Offenders Kratcoski, Peter C., *Journal of Alcohol and Drug Education*, v18 n3, pp1-8, Spr 73
*Alcoholism, Drug Addiction, Crime, Correctional Rehabilitation, Socially Deviant Behavior, [Criminal Prosecution]

EJ 083 716 VT 505 191
Health Education: A Humanizing Catalyst for Drug Abuse Prevention Bedworth, David A., *Illinois Teacher For Contemporary Roles*, v16 n3, pp195-198, Jan-Feb 73
*Humanization, *Health Education, *Drug Abuse, *Drug Education, Teacher Role, Human Development

EJ 084 121 CG 506 162
Peer Group Leadership Program In Drug Abuse Prevention 1970-1971 Academic Year Capone, Thomas, And Others, *Journal of Drug Education*, v3 n3, pp201-245, F 73
*Prevention, *Drug Abuse, *Program Descriptions, *Peer Groups, *Intervention, Educational Innovation, Leadership
The authors report a study which reviews, and evaluates in depth, the initial year of an innovative Peer Group approach to drug abuse prevention in the schools of New York City. The aim of the study was to facilitate the refinement of the program into the most effective drug prevention modality possible. (Author)

EJ 084 127 CG 506 168
Drug Use by Students of Drug Abuse Linder, Ronald; And Others, *Journal of Drug Education*, v3 n3, pp309-314, F 73
*Drug Abuse, *College Students, *Drug Education, *Student Characteristics, *Participant Characteristics, Courses, Individual Differences
The purpose of this study was to determine the significance of differences in the use of certain psychoactive drugs among students who enrolled for an elective drug abuse course and students not enrolled, or who have not previously taken a drug abuse course. (Author)

EJ 085 657 CG 506 302
We Are Told That Marihuana Is Harmless, Except... Camp, William L., *Personnel and Guidance Journal*, v52 n1, pp9-15, Sep 73
*Marihuana, *Narcotics, *Drug Abuse, *Health, *Medical Research, Drug Addiction, Mental Health
Examination of the medical research literature reveals specifics on marihuana use concerning excessive damage to individuals who may have certain physical or psychological inabilities to handle this substance, who may use it in doses that are more than minimal, or who may use it over extended periods of time. (Author)

EJ 085 658 CG 506 303
Marihuana And The Counselor: It's Not So Simple Jaques, Marceline E., *Personnel and Guidance Journal*, v52 n1, pp17-21, Sep 73
*Marihuana, *Drug Abuse, *Counseling Effectiveness, *Narcotics, *Counselor Attitudes, Socially Deviant Behavior, Counselor Acceptance
The author of this article presents recent reports on marihuana research and points to the need for counselors not only to keep abreast of current developments in the area but also to "get it together" themselves before attempting to deal with clients who use marihuana and other drugs. (Author)

EJ 085 720 CG 506 165
University-Community Cooperation in Implementing a Paraprofessional Crisis Prevention-Intervention Center FitzPatrick, Alan J.; Easterling, Ross E. *Journal of the National Association of Women Deans and Counselors*, v36 n4, pp190-192, Sum 73
*Counseling Services, *Intervention, *Volunteers, *Community Programs, *Drug Abuse, Youth, Needs
Growing out of the need for additional youth oriented crisis centers, the paraprofessional crisis intervention center described in this article provided supportive face-to-face communication during the hours when the professional services were not available. (JC)

EJ 087 132 AA 516 778
Drug Abuse as a Defense in Adolescence - A Follow-up Flynn, William R. *Adolescence*, v8 n31, pp363-72, F 73
*Drug Abuse, *Adolescence, *Follow-up Studies, *Medical Case Histories, *Psychiatry, Patients (Persons), Case Records, Adolescents
Author intended to appraise the current functioning and adjustment of former patients, who were dependent upon drugs, and to specifically find what, if any, consequences of the heavy drug use can be seen in retrospect. (Author/BK)

EJ 087 495 CG 506 460
The Counselor Role as seen by Ex-Addict Counselors, Nonaddict Counselors, and Significant Others Kozel, Nicholas J.; Brown, Barry S. *Journal of Consulting and Clinical Psychology*, v41 n2, pp215-163, O 73
*Counselor Functions, *Counselor Role, *Drug Addiction, *Drug Education, *Community Education, Administrator Attitudes, Counselor Attitudes
Questionnaires eliciting opinions concerning seven aspects of real or potential counselor responsibility in addiction treatment were given to ex-addict counselors, nonaddict counselors, program administrators, and clients in treatment. Ex-addict and non-addict counselors working in the same programs come to have a common view of the counseling role. Both groups seek to have their roles expanded to include work in the community. (EK)

EJ 088 730 SP 502 237
The Teenage Drinker Stacey, Barrie; Davies, John. *Journal of Alcohol and Drug Education*, v18 n4, pp1-8, F 73
*Alcoholism, *Alcohol Education, *Teenagers, [Scotland]
This paper, which stems from a research project sponsored by the Scottish Home and Health Department, discusses research on teenage drinking, stresses the need for improved alcohol education and suggests some methods of improvement. (JA)

EJ 088 732 SP 502 239
Discrepancies Between Drug Educators and Students on Attitudes Toward Marihuana: Their Implications for Communication Smart, Reginald G. *Journal of Alcohol and Drug Education*, v18 n4, pp21-30, F 73
*Drug Education, *Teacher Attitudes, *Student Attitudes, *Marihuana, Drug Legislation

EJ 090 921 CG 506 694
Drug Education--A Problem In Moral Philosophy Bethell, B. J.; Bellward, G. D. *Journal of Drug Education*, v3 n4, pp419-427, W 73
*Drug Education, *Values, *Adolescents, *Decision Making, Ethics, Drug Abuse, Thought Processes, Knowledge Level, Concept Formation
During the development or assessment of drug education programs, many individuals insist on the avoidance of "moralizing". An awareness of moral principles, rules and values is a necessary criterion to rational thought processes. This paper attempts to clarify these philosophical issues in a manner which can be put into practice in many types of drug education programs. (Author/LA)

EJ 090 942 CG 506 725
The Adolescent And Drugs: An Overview Thornburg, Hershel. *Journal of School Health*, v43 n10, pp640-644, Dec 73
*Drug Education, *Drug Abuse, *Student Problems, *Narcotics, *Adolescents, Literature Reviews, Marihuana, Social Problems, Alcohol Education
This paper explores the many forms of drug usage with special emphasis on alcohol, nonaddictive drugs, and the hallucinogens. Consideration is given to the addictive power and phisiological effects of particular drugs. The author concludes with a brief discussion of drug education. (RP)

EJ 090 944 CG 506 727
Lecture Less And Listen More...A Laboratory, Activity Oriented Unit On Drug Abuse Spaulding, Jerry; Munch, Theodore W. *Journal of School Health*, v43 n10, pp658-662, Dec 73
*Drug Abuse, *Drug Education, *Student Participation, *Units of Study (Subject Fields), *Video Tape Recordings, High School Students, Laboratory Training, Student Attitudes, Peer Groups, Motivation
Describes a drug unit which uses videotape interviews to: (1) motivate adolescents to develop positive attitudes toward drug abuse; (2) increase student participation in classroom activities; (3) use appropriate science exercises to further understandings, and (4) permit students to work on things of personal interest. (Author/CJ)

EJ 092 015 SP 502 341
Value Growth Through Drug Education Osman, Jack D. *School Health Review*, v5 n1, pp25-30, Jan-Feb 74
*Drug Education, *Values, *Alcohol Education, *Smoking, *Moral Development

Doctoral Dissertations

AN EXPLORATORY STUDY OF THE UTILIZATION OF THE GUIDELINES FOR DRUG PROGRAMS IN MICHIGAN'S SCHOOLS, GRADES K-12 BY SELECTED ADMINISTRATORS IN FOUR SELECTED SCHOOL DISTRICTS: CASE STUDIES

Charles Augustus ADAMS, Ph.D.
The University of Michigan, 1973

Co-Chairmen: Alvin D. Loving, F. J. McGuigan

This study was designed to identify and interpret general opinions related to the implementation of drug education programs based on the utilization of the Guidelines for Drug Programs in Michigan's Schools, Grades K-12.

The objective of this study was to inquire into selected administrators' perceptions of their task in developing drug education programs in their school districts.

Case studies were utilized to direct attention to the administrator behavior of respondents representing four selected school districts located in southeastern Michigan. The respondents served populations of varying sizes, racial and/or ethnic composition, and socio-economic levels.

The survey design covered the study of the utilization of advice offered in eight issue areas addressed by the state proposal: 1. Adopting a sound philosophy and worthwhile objectives for a school drug program; 2. The school's role in drug education; 3. The drug educational program in school; 4. The school's role in guiding, counseling and referral of the drug user who seeks assistance; 5. Monitoring and controlling the flow of drugs in the school; 6. The school in community cooperation for development of drug programs; 7. In-service education of school staffs; 8. Selection of instructional materials, resources and methods.

Open-ended, unstructured interviews were conducted in group and individual sessions with fourteen administrators occupying key positions in the formulation of policy and in providing leadership in the development of drug education programs in their respective districts.

Findings

The findings of the study indicate that the respondents are developing a growing awareness of the necessity for educational programs that can meet the needs of their students and can provide their students with the learning opportunities that result from student involvement in the exercise of the power to make decisions concerning their lives. The critical issues raised by the respondents were related to communication, philosophy, finance, availability of and preparation of qualified staffs, confidentiality, counseling and referral, program content, and police relations. Specific concerns were addressed to the needs for: 1. improved communication with the State Board of Education; 2. reinforcement of local efforts to resolve philosophical conflicts regarding drug education; 3. continuity of programs throughout the year extending from kindergarten through the twelfth grade; 4. trained personnel and the institution of pre-service and in-service training to develop competent staffs; 5. guidance in the development of behavioral objectives that complement the evaluation process; 6. the financial support necessary to secure the key persons and the materials that are required; 7. additional direction and support of school administrators by the State Board of Education in the quivoce relationship with law enforcement agencies; 8. prescreening of the multitude of drug education materials available in the market; 9. a sense of direction in the handling of issues related to confidentiality; 10. a sense of support and direction in the effort to involve students in the exercise of decision-making power in the educational process.

Conclusions

Conclusions relating to the utilization of the Guidelines for Drug Programs in Michigan's Schools, Grades K-12 by the selected administrators in the four selected school districts participating in this study are included along with the investigator's recommendations for further research.

The section containing the appendices includes the entire document issued by the Michigan State Board of Education as its official and formal release to the administrators of all of Michigan's schools in February and March, 1973, under the title of Drug Education Guidelines.

Order No. 74-3564, 220 pages.

AN ASSESSMENT OF ATTITUDES TOWARD DRUG ABUSE AND PREVENTATIVE PROGRAMS HELD BY MARINE OFFICERS AND NON-COMMISSIONED OFFICERS

Sidney C. ADKINS, Ed.D.
University of Virginia, 1973

Major Professor: Dr. Paul B. Walter

The purpose of this study was to determine the attitudes and opinions of Marine officers and non-commissioned officers as related to drug abuse and drug education within the Marine Corps. Answers were sought to the following questions:

1. What was the descriptive pattern of responses with regard to: (1) Knowledge of the effects of the drugs most frequently abused? (2) The estimated severity of the drug abuse problem in the Marine Corps? (3) The attitude and feeling toward the Marine drug abuser?

2. What was the relationship between and among responses from the four groups surveyed and a reference group?

3. What were the opinions of the subjects with respect to suggested preventative approaches to drug abuse?

4. In what areas did respondents express a need for more knowledge about drugs and drug abuse programs?

The subjects for the study were 502 Marine officers and non-commissioned officers assigned to the Marine Corps Command and Staff College, the Amphibious Warfare School, The Basic School, and the Non-Commissioned Officers Academy. Of the total questionnaires administered, 89 per cent were returned.

The basic survey instrument used was one developed for evaluating the knowledge and attitudes of participants in National Drug Education Seminars sponsored by the U. S. Office of Education. Data from the survey was arranged in tabular form by group and item. Analysis was made between, within, and among the classification groups.

The overall response to the survey revealed considerable similarity of attitude among the classification groups. The findings indicated that Marine officers and non-commissioned officers, like the American public as a whole, need to be better informed about drugs, the pharmacological effects of drugs, and the cultural setting in which drugs are used.

The respondents tended to view Marines who misuse drugs as inadequate or immature individuals. Eighty-three per cent of the respondents disagreed with the contention that drug use was a private matter. Opinion was sharply divided as to

whether heroin addiction should be considered a disease rather than a military offense. Respondents saw dissatisfaction or disillusionment with the system as an important factor in the misuse of drugs; however, they were about evenly divided as to whether permissiveness was an important cause of drug abuse.

That part of the survey which dealt with respondent opinion and perception of drug abuse led to the conclusion that small group discussion was favored for disseminating information about drugs and their effects. There was a recognized need for involving young Marines in the planning and execution of drug programs and the respondents were aware of the effectiveness of peer influence for modifying undesirable attitudes toward drugs. The respondents were almost unanimous in the belief that vigorous and continuous command support is necessary for drug programs to be effective.

Order No. 73-31,111, 151 pages

A STUDY AND EVALUATION OF SELECTED DRUG EDUCATION PROGRAMS IN PRINCE GEORGES COUNTY, MARYLAND PUBLIC SCHOOLS

William Earnshaw BLANDFORD, Ed.D.
The George Washington University, 1973

The purpose of this study was to collect information relative to the sources, content, and effect of the drug education programs in 14 selected junior and senior high schools in Prince Georges County, Maryland, public schools. A questionnaire was developed and administered to 433 volunteer students.

It was hypothesized that (1) students respond positively to the effectiveness of their drug education program, (2) students have the opinion that their drug education program has deterred and discouraged drug abuse by other students, (3) students who have become involved in drug abuse alter this use and respond positively to the drug education program, and (4) students will feel it is wrong (legally and with respect to health) to abuse drugs.

A review of the literature revealed that drug abuse has increased. It was generally agreed that (1) drug education has become an integral part of the total curriculum; (2) the drug education teacher must be emphatic and understanding and must present up-to-date information; (3) programs should include the decision-making processes; and (4) students should be included in the planning, presentation, and evaluation of the programs.

The findings of this study revealed that most students feel that drug education programs are effective, that they enhance the students' ability to make decisions, and that they do not cause students to use drugs. The most effective methods of presentation are films, filmstrips, class discussions, books, pamphlets, and class notes. The drug education programs have limited effect on student use of marihuana; however, they have a positive effect in discouraging student use of harder drugs. Most students feel it is wrong to use drugs. The findings also present the following information about the drug education programs: (1) most students received a multi-media, unit current affairs approach to drug education in health education, the social studies, or science classes; (2) objectives were clearly presented; (3) most students did not assist in planning and presentation. Students made these recommendations: (1) drug education should include all students and begin early in elementary school, and (2) additional courses are desirable.

The findings from this study have produced the following conclusions:

1. The drug education programs have a positive effect and have presented a realistic understanding of the drug situation.
2. All students should receive and need to become actively involved in drug education.
3. An interdisciplinary and multi-media approach is desirable.
4. A carefully planned and presented program will not cause students to experiment with drugs but will reinforce their values for a healthy society.
5. Health education with decision-making processes needs to become an integral part of the curriculum.
6. There is an air of acceptance concerning marihuana by high school students.
7. Many students feel that for legal and health reasons it is wrong to experiment with and use harder drugs.

From the findings and conclusions, the following recommendations were made:

1. All students should receive a drug education program, starting in middle elementary school and developing on a sequential and interdisciplinary approach.
2. The program should include (a) unit approach, (b) multi-media, (c) decision-making processes, (d) knowledgeable people, and (e) student involvement.
3. Additional and follow-up research was also recommended.

Order No. 73-26,986, 221 pages.

PATTERNS AND MOTIVATIONS IN ILLICIT DRUG USAGE AMONG SECONDARY SCHOOL STUDENTS

Charles Collins BRAY, JR., Ph.D.
University of Pittsburgh, 1972

This research deals with the patterns of illicit drug usage among secondary school students in the Greater Pittsburgh area, and with the motivations behind that usage. The project involved the study of five hundred and seventy (570) city and suburban high school students, between the ages of fourteen (14) and eighteen (18), selected at random. A wide range of variables were investigated in an attempt to understand the motivations of youthful drug users and non-users, the characteristics of users and non-users, the patterns of drug usage, and the experiential perceptions of users and non-users in terms of their family relationships, their educational experience, their peer relationships, and their feelings about the world around them.

Pittsburgh city and suburban high school students from twenty-one (21) homeroom classes in seven (7) high schools served as respondents in the study. Five city high schools and two suburban high schools were selected at random, and, within those schools, the homeroom classes were randomly selected. In each of the seven schools, questionnaires were administered to one tenth grade class, one eleventh grade class, and one twelfth grade homeroom class. Homeroom classes were chosen for the context of the research since they represent the one situation in the school day in which all students are expected and required to be present.

In addition to the questionnaires, in-depth personal interviews were conducted with fifty students selected at random from the twenty-one homeroom classes under study. Further, in-depth personal interviews were conducted with fifty sets of parents selected at random from families within the study population.

Generally, the results of this study supported its working hypotheses. Significant differences were found between drug users and non-drug users in their perceptions of their educational experience, with drug users having many more negative perceptions. Drug users were also found to have had many more perceived negative experiences in the family setting than non-drug users. There were interesting differences between the two groups also in terms of their perceptions of their peer relationships with drug users being much more involved with a group and feeling much greater solidarity with peers. Significant differences between drug users and non-drug users also existed in their views of the world around and on their perceived personal problems.

In-depth interviews with students supported and expanded the data gathered on the questionnaires. The student interviews clearly indicated that the illicit drug usage came after the perceived problems in education, family, peer groups, and world events. Further, the student interviews showed a remarkably strong influence on both drug users and non-drug

users by the peer groups. Parent interviews generally supported the view that the problems existed before the drug usage and underscored the weighty influence of the peer groups. As expected, parents tended to be more cautious, conservative and reactionary than students.

Results of the study have clear implications. A movement away from traditional drug treatment centers and drug education teams toward a modification of social structures and policies is called for. Alternatives in family relationships and educational approaches must be the new emphasis. Alternatives were also asked which fill some of the same needs in younger persons which illicit drug use apparently fills. Imaginative use of peer group influence is prescriptive. These alternatives and suggested new directions are described in some detail in Chapter VIII of the study.

This investigation is a new attempt to contribute to the understanding of motivations and experiences of students who use drugs and of those who do not. Order No. 73-4094, 175 pages.

RELATIONSHIPS BETWEEN DRUG USAGE AND LIFE PURPOSE OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. [Pages 94-95, previously copyrighted material not microfilmed at request of author. Available for consultation at United States International University Library]

Trudy CLARK, Ph.D.
United States International University, 1973

Chairman: Robert S. Gilchrist

THE PROBLEM: The problem of this study was to determine the relationship between drug usage and life purpose among junior high and senior high school students.

Two main objectives needed to be achieved in order to accomplish the purpose of the study. (1) Will the life purpose of junior high and senior high school students be related significantly to drug usage? and (2) Will relationships between life purpose and drug usage among junior and senior high school students be dependent upon grade level, sex, academic achievement, participation in extra-curricular activities, absenteeism, and academic program?

The importance of the study derives from the problem of drug usage in the student's culture, which includes the school and the activities associated with the school program.

METHODOLOGY: A one-way analysis of variance was used to test for differences in life purpose scores between the three levels of drug usage: drug abusers, drug users, and nonusers. Six two-way analyses of variance were accomplished by classifying scores by levels of drug usage and each of the variables: grade level, sex, academic achievement, participation in extra-curricular activities, absenteeism, and academic program.

Subject groups were formed on the basis of drug usage or nonusage: Group 1, nonusers; Group 2, occasional users, less than twice a week; and Group 3, frequent users, at least twice a week.

Differences between means for the groups disclosed that on eighteen of the twenty scales and the total score of the test, Group 1 scored significantly higher than groups 2 and 3.

Hypotheses were as follows: There will be no relationship between life purpose scores and levels of drug usage among junior high and senior high students. There will be no relationship between life purpose scores and levels of drug usage for students classified by each of the previously mentioned variables.

RESULTS: Analysis of the data indicated a positive relationship between life purpose scores and levels of drug usage of junior high and senior high students, and for students classified by academic achievement, participation in extra-curricular activities, school absences, and academic program. There was no relationship indicated between life purpose scores and levels of drug usage for students classified by grade level and sex.

From the results, the following conclusions were drawn: (1) A cooperative program of group counseling and classroom curriculum on drug use for all students could be of value; (2) consideration could be given to a multiple-program approach, offering separate drug education programs for users and nonusers, with all students free to select the appropriate curriculum for their drug use status; and (3) additional research is needed to discover variables which can assist in change of drug usage patterns through change in life purpose.

Order No. 73-22,659, 104 pages.

BLACK PRIDE, DRUG ATTITUDE, AND DRUG USE AS THEY RELATE TO BLACK COLLEGE STUDENTS

CLARK, William Albert, Ph.D.
The Pennsylvania State University, 1973

Background and Need for the Study

A contemporary view of two of the central issues which permeate many phases of life in American society are: (1) the black pride of Afro-American students, as manifested by the Black Liberation Movement, and (2) the drug problem, which is prevalent especially among our youth.

In an overview of these issues, the black pride of Afro-American students, and the drug problem at large present very special problems when they appear on the university and college campuses as entities. They present a greater problem when enjoined. Therefore, the need for an investigation of the possibility of a two-fold problem arises.

Statement of the Problem

The purpose of this study is threefold: To investigate the relationships between (1) black pride and drug attitude, (2) black pride and drug use by categories, and (3) drug attitude and drug use by categories. The above were transferred into hypotheses to be tested in an investigation:

Hypothesis 1: Among black students in a collegiate setting there is a relationship between the degree of black pride and their drug attitude.

Hypothesis 2: Among black students in a collegiate setting there is a relationship between the degree of black pride and drug use by categories.

Hypothesis 3: Among black students in a collegiate setting there is a relationship between the degree of drug attitude and drug use by categories.

Black pride and drug attitude will be investigated in terms of differences related to selected personal data, e.g., sex, level of education, and residence.

Procedure

During the middle of March, 1973, 14 sites were selected to facilitate the polling process of 150 black students, at the main branch location of the state supported large university chosen for this study. Drawing on the black student populace, a random sampling was made that included every fourth black subject who passed a predetermined site. The subjects were presented with the Student Questionnaire: (Part I, Personal Data, Part II, Clark's Black Pride Scale, Part III, Drug Attitude Scale, and Part IV, Drug Use Scale), and were informed that it was part of a doctoral dissertation project. They were assured of anonymity, regarding both themselves and the institution. They were instructed to complete the questionnaire and return it to a receptacle located at the site marked "Questionnaire." Lastly, they were told, "If you really want to help black people, answer all of the questions."

Conclusions

Results of the data indicate that there is a highly positive correlation between the subjects' degree of black pride and their drug attitude. A positive relationship suggests that subjects with high black pride scores tend to have high scores in drug attitude. Investigating black pride and drug attitude with regard to sex, level of education, and residence, the following results were found: males had a higher correlation than females (although females used less drugs), upperclassmen had a higher correlation than urban residents. The data leads to the acceptance of Hypothesis 1, in every respect investigated.

The correlation coefficients computed between the students' degree of black pride and their frequency of the use of the eight categories of drugs indicate all negative correlations. A negative correlation indicates that as the students' black pride increases, their frequency of drug use in a specified drug category tends to decrease. Six drug categories (Marihuana, Depressants, Stimulants, Hallucinogens, Alcohol and Methamphetamines) have statistically significant relationships ($p < .05$) with black pride. The results of the data leads to the acceptance of Hypothesis 2. All of the correlation coefficients between drug attitude and drug categories were negative. A negative relationship suggests that as drug attitude increases drug use in the specific drug categories tends to decrease. Therefore, Hypothesis 3 is accepted.

The study findings surely support the idea that the best way to minimize drug abuse among black college students is to increase optimally their feelings of black pride.

Order No. 74-16,003, 97 pages.

PARENTS AS LAY COUNSELORS: THE DEVELOPMENT OF A SYSTEMATIC PARENT PROGRAM FOR DRUG COUNSELING

Norma Block GLUCKSTERN, Ed.D.
University of Massachusetts, 1972

Director: Allen E. Ivey

The purpose of this study was to determine whether or not short-term training (60 hours) could produce paraprofessional counselors, competent in counseling skills, who would work effectively in their home-community on drug related problems. Three distinct areas of concern were evaluated: the effect of the program on the trainees with regard to drug knowledge and attitudes, the effect of the training upon the trainees with regard to counseling skills acquisition, and the role the trainees played in the community seven months after training. The results of the study indicated that the trainees did in fact learn the skills taught and did maintain them over a period of time, but the community effectiveness has only partly been achieved.

Order No. 73-6412, 187 pages.

FOUR APPROACHES TO DRUG ABUSE EDUCATION: AN INVESTIGATION OF HIGH SCHOOL COUNSELORS' ABILITY TO WITHHOLD REINFORCEMENT IN BEHAVIORAL COUNSELING

Richard Stanley HAWK, D.Ed.
The Pennsylvania State University, 1972

Drug abuse has become a concern for educators as student drug abuse has increased. Several recommendations have been made for combating student drug abuse through education. The present study was conducted to determine whether school counselors could affect student attitudes toward and knowledge about drugs. At the same time the counselors who provided the treatments were used as subjects in an effort to determine whether counselors could eclectically employ relationship and behavioral counseling techniques.

Two-hundred-sixteen students were randomly selected as subjects; half from the eleventh grade, half from the ninth grade of the State College, Pennsylvania public schools. Students were randomly assigned to twenty-four, nine-member groups and then were assigned randomly to one of the counselors so that each counselor had four groups of students from his school, one group assigned to each of the four treatments.

The six counselors, who constituted a second sample, were chosen by their supervisor for their counseling ability in the hopes of maximizing the counseling treatment effects. Each counselor conducted meetings with each of his assigned treatment groups. Two treatment groups were to receive behavioral counseling with models. In one treatment two former drug users, a male and a female, were present; in the second behavioral treatment the models were knowledgeable about drugs but had never used them. The third treatment consisted of relationship counseling with no models present. All groups received a common treatment, a drug unit taught in health class.

The counselors were to use behavioral and relationship counseling techniques appropriate to the assigned treatment. This requirement, for using specified techniques, constituted the treatment variable for the counselor sample.

Changes in student attitude toward and knowledge about drugs were measured with the Drug Education Evaluation Scale. Pre- and post-treatment measures were made. Data analysis was by analysis of covariance using pre-test scores as the covariate. Data on counselor behavior were collected through content analysis of tape recordings of the group counseling sessions and analyzed by the Friedman two-way analysis of variance.

No significant changes in student attitude or knowledge occurred as a result of either treatment or counselor effects. The analysis of counselor behavior showed that none of the counselors was able to apply the treatments as requested. It was not possible to reach any conclusions regarding the efficacy of any of the counseling technique since no significant effects were noted. Furthermore, it was concluded that no behavioral treatment had been applied.

Order No. 73-13,938, 158 pages.

DIFFERENCES IN RESPONSE PATTERNS OF DRUG USERS WHILE STONED AND WHILE STRAIGHT

M. Patrice McCRACKEN, Ph.D.
Saint Louis University, 1973

The Problem

It was the purpose of this study to determine whether drug users respond differently to questions regarding their drug-using behavior when under the influence of drugs than when not under the influence of drugs.

Five volunteers administered a questionnaire to twenty-four subjects, asking them questions regarding their attitudes concerning drugs and their drug behavior. Additionally, demographic questions were asked.

A profile was constructed describing the drug user in this study. The data were analyzed using the difference of proportions test for related samples.

Results

Results of the data indicated that no differences existed in responses of subjects concerning their perception of the harmfulness of drug use. Secondly, no differences were found in stated reasons for beginning and continuing drug use. Thirdly, subjects felt no closer to others when stoned or straight. Lastly, subjects felt no differently towards their parents when stoned or straight.

Although no significant differences were found in the two response conditions, there were non-significant changes, which were in a consistent direction. Consistently, the subjects re-

sponded more often when straight than when stoned that drugs were harmful.

Conclusions

On the basis of the findings of this study, the statistical evidence indicates that no differences exist in the response patterns of drug users when stoned or straight. However, non-significant chance was found in the direction of drugs consistently being perceived as more harmful when the drug users were straight. This would appear to warrant additional study.

Public attitude has played a significant part in determining what research has been conducted. It appears important to conduct additional research on public attitudes, on their basis of formation, and on the accuracy of the flow of information related to drug use. Order No. 74-4546, 100 pages.

SELECTED PERSONALITY CHARACTERISTICS OF THE MODERATE MARIJUANA, HEAVY MARIJUANA, AND POLY-DRUG-USING MARIJUANA SMOKER

James Francis McLAUGHLIN, Ed.D.
University of Montana, 1973

Director: Robert E. Gorman

The purpose of the study was to determine the significant differences among non-marijuana smokers, modern marijuana smokers, heavy marijuana smokers, and poly-drug using marijuana smokers on the personality characteristics measured by the California Psychological Inventory, Guilford-Zimmerman Temperament Scale, and the Sixteen Personality Factor Questionnaire. To accomplish this purpose, it was necessary to ascertain the prevalence of marijuana smoking behavior of the undergraduate students. Twenty-five percent of the undergraduate college population of a small western university were sampled through randomly selected undergraduate course offerings. The completion of a numerically encoded anonymous survey questionnaire provided the necessary data to categorize and to select the four groups: non-marijuana smokers group, moderate marijuana smokers group, heavy marijuana smokers group, and poly-drug using marijuana smokers groups of thirty-four individuals each who were selected for personality inventory completion by matching their age, sex, and educational level. The study was descriptive in nature.

All personality inventory results were subjected to a one-way analysis of variance utilizing the .05 level of significance. For all significant personality variables, the Scheffé's post-hoc multiple mean comparisons method was used to determine where the significant differences among the groups were located. The survey questionnaire data were converted to percentages and reported in tabular form in the appendices.

The results of the survey questionnaire indicated that of the 2070 students surveyed 62.5% had smoked marijuana at least one time. However, at the time of questionnaire completion, 39.3% of the surveyed students were actively engaged in marijuana smoking behavior.

Personality inventory results for the four tested groups indicated significant differences between the non-marijuana smoker and the marijuana smoker groups on the communality, sociability, socialization, and capacity for status scales on the California Psychological Inventory and on the tough-minded versus tender minded factor on the Sixteen Personality Factor Questionnaire. The overriding conclusions concerning the heavy marijuana smoker group and the poly-drug using marijuana smoker group in this study were that they lacked somewhat in social skills. This suggested for these groups somewhat of an asocial personality orientation in comparison to the non-marijuana smoker group.

Order No. 74-1390, 144 pages.

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AN INVESTIGATION OF SELECTED PERSONALITY VARIABLES OF SUBJECTS EXPOSED TO ILLICIT DRUG USE ON THE COLLEGE CAMPUS. [Page 127, previously copyrighted material not microfilmed at request of author. Available for consultation at St. John's University Library]

William Francis MCMANUS, Ph.D.
St. John's University, 1973

STATEMENT OF THE PROBLEM

The purpose of the present study was to investigate selected personality variables, viz., Internal-External Control, Time Competence, and Inner Support of subjects who were in various stages of relationship to illicit drug use on the college campus and who had made decisions to abstain from, to discontinue, or to continue experimentation with illicit drugs.

PROCEDURE

Following Jaakanen's model of progressive stages of involvement with illicit drugs, a drug-use questionnaire was developed and administered to four Introductory Psychology and three Introductory-Sociology classes of a private, four year, suburban college in Westchester County, New York.

Subjects self-selected into five categories: Knowledgeables, i.e., subjects who had been exposed to a drug education program in a school setting and who had made a decision not to experiment with illicit drugs (N=9); Fraternizers, i.e., subjects who had been present at one or more events where illicit drugs had been used and/or were continuing friendship patterns with someone who regularly used illicit drugs but who had made a decision not to experiment with illicit drugs (N=47); Discontinued Experimenters, i.e., subjects who had used drugs on one or more occasion but who had made a decision to discontinue their use (N=31); Undecided Experimenters, i.e., subjects who were presently experimenting with illicit drugs but who were undecided as to future use (N=35); and Continuing Experimenters, i.e., subjects who were presently experimenting with illicit drugs and who had made a decision to continue experimentation whenever the opportunity arose (N=47). Following the administration of the drug-use questionnaire, the Rotter Internal-External Control Scale and two subscales of the Shostrom Personal Orientation Inventory, i.e., Time Competence and Inner Support, were also administered.

Since it was theorized that subjects moving progressively into deeper involvement with illicit drugs would approach the personality profile of the addicted user, four hypotheses were posited:

1. Discontinued Experimenters will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Continuing Experimenters.
2. Knowledgeables will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Continuing Experimenters.
3. Fraternizers will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Continuing Experimenters.
4. Fraternizers will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Knowledgeables.

The data were analyzed by a one-way analysis of variance for unequal N's over repeated measures. The test for homogeneity of sample means met the assumption. Post hoc comparisons using the Scheffé test were run on the Inner Support measure.

RESULTS

No significant differences at the .05 level were found between groups over repeated measures. The null hypotheses failed to be rejected. The Scheffé test revealed significant differences between the Knowledgeables and the Continuing

Experimenters on the Inner Support measure but this was not in the expected direction.

CONCLUSIONS

The hypothesis that the Continuing Experimenters, because of their decision to continue exploration of illicit drugs, would approach the personality profile of addicted users may not be sustained. The finding that the Continuing Experimenters scored significantly higher than the Knowledgeables on the Inner Support measure may be cautiously interpreted as suggesting that decisions to continue exploration of illicit drug use may not stem from self-defeating or escapist motives. It is suggested that Jaakanen's linear model of progressive stages of involvement in illicit drug use does not address itself to complexity of the phenomenon.

Order No. 73-29,067, 141 pa

THE MMPI AS A PREDICTOR OF OUTCOME IN A METHADONE MAINTENANCE PROGRAM

OTTOMANELLI, Gennaro Anthony, Ph.D.
New York University, 1974

Chairman: Professor Nathaniel Pallone

This investigation was designed to study behavioral indices and personality variables as predictors of rehabilitative progress of a sample of narcotic addicts maintained on methadone. Previous studies have documented the increased employment activity and decreased criminal activity of narcotic addicts, voluntarily admitted to, and maintained on methadone. Past studies have usually used demographic variables (age, sex, length of heroin abuse prior to admission, record of employment prior to admission, and number of arrests prior to admission) to describe and/or predict success or failure of heroin addicts voluntarily maintained on methadone. This study attempted to (a) replicate the behavioral improvement of methadone maintained heroin addicts, and (b) evaluate the descriptive and predictive utility of personality variables in addition to the usual demographic predictors.

For the purposes of this study, behavioral variables were defined as employment or school attendance, and criminal activity prior to admission and six months after admission. Personality variables were defined as the scales of the MMPI and the Pyp scale, a measure of psychopathy devised, using a sample of narcotic addicts, at the U. S. Public Health Service Hospital at Lexington, Kentucky.

The sample studied was a group of 147 heroin addicts voluntarily applying for, and admitted to a methadone maintenance clinic at the Kings County Hospital, Brooklyn, New York.

Information on the behavioral indices (length of drug use prior to admission, employment activity in the one year prior to, and in the six months after admission; and extent of arrest activity prior to admission and six months after admission) was obtained on the 147 Ss. Information on the personality variables was obtained as follows: (a) 106 out of the 147 Ss were administered the MMPI and Pyp (pretests) in approximately the second month after admission; (b) of this subsample (106 Ss), 51 Ss were posttested on the MMPI and Pyp scales in approximately the sixth month after admission.

The behavioral improvement (viz., employment) of the sample appeared in accordance with the results of past studies, i.e., the sample demonstrated increased employment activity within six months. Also, 81% of the sample was still in treatment (maintained on methadone) after six months.

An attempt was made to predict which Ss remain in treatment, for six months, on the basis of age, arrest record, employment record, and drug abuse history. The correlations were low and close to zero. Likewise, an attempt to predict which Ss would remain in treatment on the basis of the Pd scale of the MMPI, and the Pyp scale produced low predictive accuracy.

Discriminant analysis was used to evaluate the accuracy of the MMPI and the Pyp scales in predicting which Ss would be employed and/or arrested within six months after admissions. The MMPI and Pyp scales were 54% accurate in classifying the group of patients who were employed and not arrested, and 69% accurate in classifying the group of patients who were unemployed and not arrested. The scales were 36% accurate in classifying that group of patients who were unemployed and arrested within six months after admission. The utility of the discriminant functions in formulating a decision strategy was evaluated.

An attempt was made to replicate a typology of addicts formulated in a study of an addict population at the U. S. Public Health Service Hospital at Lexington, Kentucky. After resorting (for classification purposes) to MMPI "profile similarity," only 58/106 scales could be fitted into the typology. It was suggested that sample differences (especially ethnic and sex differences) contaminated the replication attempt.

The 51 Ss who participated in posttesting (MMPI and Pyp) showed significant decreases ($p < .05$) on the depression (D), psychopathic-deviate (Pd) and schizophrenia (Sc) scales of the MMPI. No significant change was demonstrated on the Pyp scale. Contrary to clinical expectations, the significant decrease in depression was found to be additive in that both groups showed decreases in depression when MMPI tests were categorized into character disorder vs. neurotic or psychotic.

Of special interest was that when the posttested Ss were categorized on the basis of type of counselor assignment (professional vs. paraprofessional), the significant decreases on the D, Pd, and Sc scales mentioned earlier appeared to be attributable to those Ss assigned to professional counselors.

It was indicated that methadone maintenance when combined with counseling services is an effective and viable treatment modality for the voluntary treatment applicant, as measured by the behavioral indices and as reflected on the personality scales. Evidence was given that treatment efficacy may be enhanced when special attention is given to the variable of counselor training. Order No. 74-12,858, 133 pages.

A COMPARISON OF THE ATTITUDINAL CHANGES OF IN-SERVICE TEACHERS PARTICIPATING IN AN EXPERIMENTAL PSYCHOLOGY OF DRUG ABUSE COURSE

Donald Robert PRESCOTT, Ph.D.
University of Minnesota, 1972

Adviser: Ronald T. Lambert

Statement of the Problem

The problem of this study was to determine whether in-service teachers stratified on the variable of dogmatism differed in degree of attitudinal change when involved in two different approaches to working with drug education materials. Specific attitudinal concerns were with the ethics of drug usage, with substances possible abused, attitudes toward self, toward people who use drugs, and toward drug education programs.

The rationale of the federally supported experimental program for teacher education focused upon in this study was to develop a supplement to the Social Seminar series which would incorporate the best features of inquiry and discussion to facilitate efforts directed at constructive solutions to questions relating to drug abuse education.

Design of the Study

The sample consisted of ninety-five elementary and secondary school teachers who applied and registered for an experimental psychology of drug abuse course offered by the General

Extension Division of the University of Minnesota. Fifty-nine of these teachers received course credit and 36 teachers (control group) received a stipend for participating in pre-testing and post-testing.

The basic pattern adopted for this study was the Post-Test Only, Control Group Design (Campbell and Stanley, 1963). In-service teachers were initially tested on an opinion (dogmatism) test; then stratified into high, middle, and low groups on this dimension; and finally randomly assigned to treatment or control groups. Post-test scores on an attitude inventory were analyzed and inferences made according to differences detected.

Treatment One operated with a group dynamics/human relations oriented format which was directed toward facilitating group decisions from within the group, as to goals, objectives, procedures. Treatment Two utilized a mechanistic/behavior modification oriented format which incorporated a structured plan to provide for minimal leadership skills of the "leader" selected; the control group did not view films or video tapes nor did they participate in discussion activities.

Null hypotheses were tested by an analysis of variance program at the University of Minnesota Computer Center. The level of significance for acceptance or rejection of hypotheses was $p = .05$.

Findings and Conclusions

1. There were no significant differences noted for the mean scores of subjects in levels of dogmatism which indicated differences in attitude, as measured by the inventory, toward the ethics of drug usage, regard for self, and people who use drugs.

2. Significant differences (.02 level) were found for subjects on attitudes concerning substances which might be abused and drug education programs in general. Newman Keuls comparisons determined that the human relations group saw most substances as being relatively less dangerous than other subjects and that the control group viewed programs more favorably than other subjects.

3. The findings generally fail to indicate support for theory which purports significant relationships between openness of the personality and ease of attitude change.

4. The findings, however, do lend support to the position that attitudes generally are stable and that attitude change is difficult to accomplish. Order No. 73-10,621, 111 pages.

DRUG ABUSE ON SEVEN COLLEGE CAMPUSES IN A NEW ENGLAND CITY

Rev. Archie SMITH, JR., Ph.D.
Brandeis University, The Florence Heller Graduate School for Advanced Studies in Social Welfare, 1973

This exploratory study contributes to an understanding of drug abuse as a form of protest and as a social phenomenon endemic to social forces in the structure of American society. American higher education has traditionally been viewed as an "Ivory Tower" academically insulated from the realities and problems in the wider society. Not until the late 1960's did it become apparent that higher education was affected by the same forces that permeate the larger society. Myths about academic insulation were laid bare in the late sixties as student activist, disillusioned with American foreign and domestic policy began to revolt. The linkages between the current system of mass education, social problems and social structure became clearly evident. Student disaffection and alienation as manifest in both revolt and apathy became widespread. Illicit drug taking was but one form such protest took.

This study seeks to establish features of the social environment, the social character, interest, and activities of middle-strata students who become recruited into drug-taking circles in comparison with similar students who do not take illicit drugs.

As long as drug abuse was perceived as a minority-status problem, not shared by the dominant middle class, it was much easier to rationalize current patterns of apprehension, punishment, and rehabilitation. Once, "the drug problem" was shared by the middle and upper classes in increasing numbers, then it became obvious to some that the current public policy that identifies drug abuse as a crime and all users as "sick" is no longer valid.

As a result of increased concern over widespread drug abuse, it has become possible to distinguish at least five categories of youthful drug users in American society: (1) Urban ghetto, minority youth whose exposure to a variety of soft and hard drugs has been increasing since World War II; (2) middle-upper strata experimenters; (3) middle-upper strata users; (4) middle-upper strata youth who are regular users; and, (5) the neurotic or disturbed student who utilizes drugs as a means for escape. The above grouping does not include nonusers for whom drugs remain culturally available. This study limits its focus to college students and distinguishes heterogeneous middle-upper strata youth on seven college campuses who are nonusers, experimenters, occasional users, and regular users. Present policy precludes recognition of such a heterogeneous group of illicit drug users.

A questionnaire was administered in Fall of 1971 to a stratified random sample of students on seven college campuses in a New England city (N=900). Primary analysis of the data was directed at distinguishing several groups of illicit drug users based upon: (1) specification of the type of drug used--marijuana, LSD, other legally prohibited drugs; and the extent of their use of each type of drugs--never, once, more than once, but not regularly, regularly. Secondary analyses explored those variables that contributed to an explanation of a student's use of illicit drugs. These include: the social-economic status of the student's family; his parents attitude towards drugs; peer influence; the students own political and ideological views; his participation in social and political activities; and the students perception of his own alienation from certain institutionalized expectations were explored as important variables in predicting patterns of behavior.

Peer influence stood out as the most important predictor of choice of drug and pattern of use. The majority of students, however, identified themselves as nonusers. This suggests that our data is "transitional" since the majority of scientific research reports that drugs use is becoming increasingly prevalent in secondary and junior high schools. If this study were repeated again, today, it is questionable that the majority of students in the colleges studied would be among those who never inhaled their first puff or swallowed their first tablet. Order No. 73-24,246, 242 pages.

DRUGS AND THE ADOLESCENT HIGH SCHOOL STUDENT: A THREE YEAR SURVEY STUDY. [To obtain a microfilm copy please order directly from the National Library of Canada at Ottawa]

Michael Gerald SPEVACK, Ph.D.
McGill University (Canada), 1973

The characteristics of high school student non-medical drug users and non-users were assessed by three successive yearly surveys. The surveys asked about respondents' personal, parent and family characteristics, their behaviour, their attitudes concerning themselves, their parents and family, adult society and school. Drug use estimates for respondents' parents and peers, as well as themselves, were also assessed. Drug users were consistently different from non-users in many areas. The incidence of drug use increased in each of the three successive surveys, drug users tending to be older and male. With regard to behaviour, drug users more frequently acted in a non-adult approved manner than non-users. Drug users estimated their parents more likely to use alcohol and cigarettes, and estimated more peers to use non-medical drugs than non-

users. Prediction of drug users from the data could be made with 80% and better accuracy. The findings were discussed in terms of their significance in understanding the nature of adolescent drug use.

A STUDY OF DRUG ABUSE PROGRAMS AT SELECTED UNIVERSITIES WITH IMPLICATIONS FOR SOUTHERN UNIVERSITY, BATON ROUGE, LOUISIANA

WALLACE, William, Ph.D.
Kansas State University, 1973

This study was designed to study selected programs of drug abuse education on collegiate campuses to discover strengths and weaknesses of those programs in preparation for the establishment of a viable program of drug abuse education at Southern University, Baton Rouge, Louisiana, a predominantly black institution.

Specifically, the study attempted to:

(1) Discover the principal components of the drug abuse programs on six selected college or university campuses in the United States.

(2) Discover the major objectives of collegiate programs of drug abuse education on these six selected campuses and from examination of published literature.

(3) Discover the staffing patterns (personnel) of these collegiate programs of drug abuse education.

(4) Discover the collegiate organizational structure under which these programs are housed.

(5) Discover if the programs had established evaluative procedures which had been employed.

Conclusions

Based on the findings of this study, it is concluded:

(1) That there is little consistency in the conceptual framework under which collegiate drug abuse education programs are operated.

(2) That there is much variation in the staffing patterns of drug abuse education programs.

(3) That there is much variation in the college units who are directly responsible for the programs in drug abuse education.

(4) That all programs are concerned with preventive education, treatment and rehabilitation during addiction and prior to addiction.

(5) That generally successful programs with sophisticated young populations are accurate, factual and consistent with listeners' own experience and observation.

(6) That data on programs of drug abuse education is considerably difficult to obtain because of the nature of drug abuse and its legal complications in the United States.

Order No. 74-14,350, 162 pages.

SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF HIGH SCHOOL DRUG USERS

Michael WENZEL, D.Ed.
The Pennsylvania State University, 1972

The purpose of the investigation was to examine empirically personality, attitudinal, and demographic characteristics of high school drug users. The study included 622 subjects randomly and proportionately selected from the sophomore, junior and senior classes of four suburban high schools. Each student was asked to fill out a biographical questionnaire, an eight-cluster questionnaire (the SAQ), dealing mainly with the student's attitude toward school, and a personality inventory (the HSPQ). Anonymity was guaranteed to each of the participants.

Hypotheses:

1. Frequent marijuana users and hallucinogen users will demonstrate higher levels of anxiety than will less frequent marijuana users and non-users of these drugs.
2. Frequent marijuana users and multiple drug users will demonstrate higher levels of neuroticism than will less frequent marijuana users and users of only marijuana.
3. Marijuana users will demonstrate higher levels of creativity than non-users.
4. Increasing levels of marijuana use will be characterized by less tendency to plan ahead.
5. Increasing levels of marijuana and hallucinogen use will be characterized by a greater feeling that school is irrelevant.

The hypotheses were tested using two-factor analyses of variance and the Tukey WSD procedure to follow up significant findings.

Hypotheses One, Two and Three were not supported by the data. Frequent users of marijuana did not differ significantly from any of the other groups on the HSPQ's anxiety factor. No significant differences were found for any of the seven marijuana user and non-user groups on the HSPQ's "criterion estimate" of neuroticism. An analysis of data from multiple drug users, also yielded no significant differences. No significant differences were found among the seven marijuana user and non-user groups for HSPQ's creativity scores.

Hypothesis Four received considerable support from the data, that is, increasing levels of marijuana use were associated with lower "planning ahead" scores on the SAQ. This suggests that marijuana users and, especially, frequent users, feel that planning for the future is not worthwhile.

Hypothesis Five received considerable support from the data on marijuana users and non-users, but less from the data on users and non-users of hallucinogens. As the level of marijuana use increased, scores on the "relevance of school" cluster of the SAQ decreased. This cluster did not seem to be related to level of hallucinogen use except that adamant non-users were most likely to feel that school is relevant to their lives.

The results of additional analyses carried out on users and non-users of amphetamines, barbiturates, and opiates showed few significant personality differences. In an analysis of multiple drug users, only marijuana users, and non-drug users, the latter group obtained significantly higher "planning ahead" scores on the SAQ. Non-users were also more likely to find school relevant and to feel positively about the attitudes and competence of their teachers.

Generally, males seemed to use drugs as often as females. Drug use seemed to increase from the sophomore to junior to senior years. Jews and especially students who described their religious affiliation as "other" than Catholic, Protestant or Jewish were most likely to be drug users. Drug use seemed less frequent in the lowest of five socio-economic levels. Drug users reported somewhat poorer academic grades than non-users.

It was suggested that high school drug users should not be seen as psychologically "sick" individuals, but as students who may be conforming to the norms of their own peer group. Furthermore, because of the poor attitudes many drug users seem to have towards school, it was felt that attempts should be made to involve students in legislating and enforcing school policies.

Order No. 73-20,141, 190 pages.

ALCOHOL EDUCATION: AN EXPLORATORY STUDY OF TEACHER OPINIONS AND DRINKING PRACTICES

Paul Douglas WYATT, Ed.D.
University of the Pacific, 1972

The Problem: As the teacher's role in preventing problems related to alcohol abuse becomes more important, it is incumbent upon educators and alcohologists to explore the opinions and views which teachers bring with them into the class on alcohol education. Specifically, what views and opinions do

high school teachers have toward alcohol education and how do these views relate to their drinking practices and their social-demographic variables?

Methodology: The study was based on a survey of 475 randomly selected full-time high school teachers and an additional 121 teachers who were currently teaching alcohol education. The total sample of 596 secondary teachers was from twenty-three high schools located in six school districts of three geographical areas in California (Southern California, San Francisco Bay, and the Central Valley).

A twenty-minute, self-administered, pre-coded questionnaire was developed by the researcher. In addition to social-demographic questions, questions about alcohol education, and questions regarding the respondents' drinking practices, four different models of alcohol education were operationally defined and investigated.

The method of analysis involved using the chi-square test of independence (level of significance equal to .05) to determine statistical differences between alcohol educators and non-alcohol educators and between male teachers and female teachers on selected variables. In addition, standard survey research techniques were used in the analysis of the remaining data. This included the examination of single distributions of all variables and the selected cross-tabulation of these variables with categories of one or more independent variables.

Findings and Conclusions: Of the sample of 596 teachers, 550 or 92 percent returned completed questionnaires. It was concluded that alcohol educators did not differ significantly from non-alcohol educators regarding their: (1) frequency of preference for the Values Clarification Model of alcohol education, (2) their reasons for drinking, (3) their knowledge of friends or relatives with drinking problems, and (4) the frequency with which they attribute alcoholism to moral weakness.

Alcohol educators differed significantly from non-alcohol educators regarding the frequency of having Low-None Drinking Patterns. Alcohol educators less often had Low-None Drinking Patterns than did non-alcohol educators.

Male high school teachers of this sample drank alcoholic beverages (any amount and large amounts) significantly more often than female teachers.

There were no significant differences between male and female teachers concerning their views on teenage drinking (age fifteen to seventeen years).

High school teachers in this sample most often preferred to use the Objective Facts Approach toward alcohol education and least preferred the Temperance Approach.

Teachers in this sample generally did not feel younger teenagers (aged fifteen to seventeen) should be allowed to drink alcoholic beverages but a majority felt that drinking should be legalized for youths aged eighteen or older.

Most of the teachers were moderate or light drinkers and only a small percentage were abstainers.

Alcohol education efforts in the high school were felt to be of value and were supported by most of the teachers. Teachers generally felt that alcohol education and drug education should be combined. Order No. 73-12,905, 229 pages.

AN ANALYSIS OF THE COMPARATIVE EFFECTIVENESS OF PROGRAMMED MULTIMEDIA TEACHING AND TRADITIONAL TEACHING OF DRUG INFORMATION TO JUNIOR HIGH SCHOOL STUDENTS

Lay Wayne YOUNG, Ed.D.
Oregon State University, 1973

The central purpose of this comparison was to determine the congruence or difference between two teaching techniques, the programmed multimedia approach and the traditional teaching method as used in presenting drug information to eighth grade students in the Mankato, Minnesota school district. The population sample consisted of 291 students enrolled in four junior high schools. Intact sections of students from each of the junior high schools were used. In each of the participating schools, an equal number of sections were assigned to both the programmed multimedia method as designed by the Lockheed Educational Systems of the Lockheed Aircraft Corporation and the traditional method of teaching.

The following data collected on each student consisted of:

1. Pretest score of drug knowledge
2. Intelligent quotient test score
3. Reading comprehension test score
4. Final drug knowledge test score
5. Retention test score

Upon completion of a 15 day instructional program, a drug test constructed by the investigator was administered to determine the drug knowledge obtained by the students of the experimental groups and the students of the control groups. After an interval of five weeks, the drug knowledge test was again administered to determine the amount of drug knowledge retained. Using the test scores and adjusting them to control statistically the variables of pre-drug knowledge, academic potential or intelligence and reading comprehension ability; an analysis of covariance was computed, and the adjusted means were tested with the 'F' test. The Biomedical computer program "BMO4V Analysis of Covariance with Multiple Covariates," was used to analyze the data. Six null-hypotheses were tested. Not only was the effectiveness of the programmed multimedia method compared on the basis of drug knowledge obtained and the drug knowledge retained for the entire population of students, but also the effectiveness for groups of students with varying mental abilities and varying reading comprehension levels was determined.

The following conclusions seem warranted on the basis of the data presented in this study.

1. Although the programmed multimedia approach did produce a slightly greater amount of drug knowledge, as observed in the adjusted mean scores, the evidence indicates there is no significant difference in the effectiveness of the two methods for this population of eighth grade students.
2. The evidence indicates that there is no significant difference in the drug knowledge retained by students taught by these two methods.
3. The evidence indicates that there is no significant difference in the drug knowledge obtained by students who have average or above average mental ability but for students who are below average the programmed multimedia approach was the more effective method.
4. The evidence indicates that for students of varying mental abilities there is no significant difference in the drug knowledge retained through the use of these two instructional methods.
5. The evidence indicates for students who have a reading comprehension level at or above the eighth grade there is no significant difference in the drug knowledge obtained through the use of these two methods of instruction, but for the students who have reading comprehension levels below the eighth grade the programmed multimedia approach was significantly more effective.
6. The evidence indicates that for students who have a reading comprehension level at or above the eighth

grade there is no significant difference in the drug knowledge retained through the use of these two methods of instruction, but for the students of the public school with reading comprehension levels below the eighth grade the programmed multimedia approach was significantly more effective.

Recommendations were presented on the basis of the findings. Major recommendations related to: (a) conducting similar studies on the elementary and high school levels, (b) developing a study on a long term basis to determine behavioral patterns, (c) providing materials of the programmed multimedia variety for use by the students of below average mental ability, (d) providing materials of a programmed multimedia type for students who have reading deficiencies.

Order No. 73-7853, 151 pages.

COMMUNITY RESOURCES AND DRUG ABUSE: A STRATEGY FOR PREVENTIVE DRUG EDUCATION

Michèle Moran ZIDE, Ed.D.
University of Massachusetts, 1973

Director: Dr. Glenn Hawkes

The purpose of this study was to identify and describe components judged important for a community drug education program, to create one strategy, to implement the identified components, and to collect and analyze anecdotal data to determine if the components and the strategy merit further development and research. The drug education strategy was identified by reviewing sixty-eight programs in seven states across the country and by identifying and adapting some of the program dimensions operationalized in the sampled programs.

The components judged to be important were: defined selection criteria for facilitators and participants, duration of the training, team approach, trans-disciplinary approach to content information, methodology including group dynamic techniques, and organizational development strategies.

The community drug education training institute was designed to train a cross sectional community team of educators, students, policemen, social service workers, and other concerned community members. The trained community teams returned to their local communities after the training to implement a drug related action project.

Six community case studies contain anecdotal data describing the trainees reactions to the training institute, a description of the drug related team action projects designed and implemented in the local community by the trained team, and the reactions of the local level trainees to these training programs.

The final chapter of the dissertation contains the author's considerations and directions for further research and training in the area of community and school drug education programs.

Order No. 73-14,692, 203 pages.

AN ATTEMPT TO MODIFY COUNSELOR CHARACTERISTICS WHICH HAVE SIGNIFICANT EFFECTS ON PSYCHOTHERAPY FOR DRUG USERS

Francis M. MATTHEWS, Ed.D.
Temple University, 1973

The purpose of this study was to ascertain whether a particular kind of training program could change the attitudes and knowledge re drug abuse of staff at a youth detention center so that the staff could more effectively counsel residents about that problem. Former drug abusers preceded much of the training program. They attempted to help trainees understand the world of the drug abuser and the problems he encounters when he tries to stop using drugs and become a part of the larger society. The training program also stressed sensory aspects of the drugs. Trainees saw, smelled, felt and tasted the various drugs.

Structurally, the research effort and training program were organized as follows: Staff at the detention center were randomly divided into a treatment and a control group; the treatment group received a two-day training program, while the control group did not. The two training days were spaced eight calendar days apart. Each day's program contained two training sessions followed by participation in small, informal buzz groups. Day One training sessions covered hallucinogenics as well as stimulants and narcotics.

On Day One the treatment and control groups were given the experimental edition of "A Drug Knowledge Inventory" developed by McHugh and Williams. On Day One, both groups also responded to Form A of twenty-seven role-played, videotaped segments of addicts' reactions that counselors are typically exposed to in their relationships with drug abusers. The counselors responded to these video segments by writing their immediate reaction to the addicts' statement. Also on Day One the first day of the two-day seminar for the treatment group was conducted.

One week later the second day of the seminar was conducted. Immediately upon completion of the second day's material the experimental group again responded to the McHugh and Williams Drug Knowledge Test and to Form B of the videotaped segments of typical drug abuser statements.

Thirty days later (on Day 38) both the experimental and the control groups again responded to the McHugh and Williams Drug Knowledge Test and also to Form C of the videotaped segments.

Counselor responses to the videotaped segments were rated for empathy, genuineness and respect, using the Carkhuff Scales.

The treatment group increased significantly on empathy, genuineness, respect, and on cognitive knowledge. The control group did not change appreciably on any of those four variables. The treatment group increase in cognitive knowledge had occurred by the post-test administered immediately after the program, and most of that increase was still in evidence one month later. Treatment group increase in the emotionally relevant variables of empathy, genuineness and respect lagged behind changes in cognitive knowledge. Effective changes took place some time between the immediate post-treatment measure and the measurement obtained one month later. The time gap between cognitive and affective change was explained in terms of the transformation of stereotypes, adjustment to culture shock, reduction of autistic hostility via interaction with formerly disliked drug abuser-residents, and an emotional recalibration which accompanied learning about the youth drug sub-culture.

Order No. 74-1811, 108 pages.

THE EFFECTS OF A PLANNED CURRICULUM ON CORRELATES OF DRUG-ABUSING BEHAVIOR

Tom Earl BENBERG, Ed.D.
East Texas State University, 1973

Adviser: John V. Godbold

Purpose of the Study: A review of research findings revealed that striking similarities existed between the correlates of drug-abusing behavior and ineffective communication, and the correlates of non-drug-abusing behavior and effective communication. In the former comparison, the correlates described the existence of psychosocial distance or poor interpersonal relationships between youth and the primary socializing influences of society. In the latter comparison, the correlates described the existence of psychosocial closeness or positive interpersonal relationships between youth and significant others. In essence, these correlates reflected the

presence or absence of positive communication between youth and those socializing influences of society from which they are expected to derive a conventional value orientation for decision-making. Thus, communication was judged to be a powerful correlate of drug-abusing/non-drug-abusing behavior.

From this premise, the basic purpose of the current investigation was formulated. It was stated as follows: To determine the individual and comparative effects of a planned curriculum and an informal curriculum on certain correlates of drug-abusing behavior, namely, interpersonal communication skills and cognitive knowledge about drugs. Eight questions were posed to focus the study into two areas. The first four questions probed the effects of the planned curriculum on the above-named correlates, while the last four questions inquired as to the comparative effects of the planned curriculum and the informal curriculum.

Procedure: The sample consisted of 301 fifth-grade subjects enrolled in the El Dorado, Arkansas, School District #15. The subjects were divided into experimental (N = 152) and control (N = 149) groups by a random flip-of-the-coin method. The experimental group experienced a planned drug prevention curriculum consisting of the following components: (1) teacher inservice training, and (2) curriculum composed of objectives, content, learning strategies, materials, and evaluation design. In contrast, the control group participated in an informal curriculum which consisted of no planned instruction or treatment. Instruments used to collect data on a pre- and posttest basis were modified forms of the following: (1) Interpersonal Communication Inventory, (2) Parent-Adolescent Communication Inventory, Form A, and (3) Teacher-Student Communication Inventory. A Drug Knowledge Inventory was developed for this investigation. Data were evaluated using the independent and correlated "t" tests.

Findings: An evaluation was made of the pretest mean scores of the control and experimental groups on four instruments measuring communication or drug knowledge. Results revealed that no significant differences existed at the .05 level between the groups at the beginning of the study. To answer the questions focusing on the individual effects of a planned curriculum on certain correlates of drug-abusing behavior, an evaluation was made of the pre- and posttest mean scores of the experimental group on four criterion measures. Results show there were no significant differences at the .05 level on three measures of communication. However, on the measure of drug knowledge, a significant difference beyond the .001 level was achieved in favor of the posttest. To answer the questions designed to probe the comparative effects of a planned curriculum and an informal curriculum on certain correlates of drug-abusing behavior, an evaluation was made of the posttest mean scores of the control and experimental groups on four criterion measures. Results show there were no significant differences at the .05 level on three measures of communication. However, on the measure of drug knowledge, a significant difference beyond the .001 level was achieved in favor of the experimental group.

Conclusions: The following conclusions emerged: (1) The planned curriculum was not effective in changing the subjects' communication skills. (2) There was not an appreciable difference between the effects of a planned curriculum and an informal curriculum on the subjects' communication skills. (3) The planned curriculum was effective in increasing the subjects' level of cognitive knowledge about drugs. (4) The planned curriculum was more effective than the informal curriculum in increasing the subjects' level of cognitive knowledge about drugs. (5) It was much easier to achieve positive results when probing the cognitive domain as compared to the affective domain. Variables judged to have influenced the outcomes of the current investigation, and which have implications for future research were delineated as follows: (1) length of time alloted to teaching communication, (2) sensitivity of instruments, (3) optimum developmental level for teaching communication skills in relation to Piaget's theories, (4) concurrent education of children's parents, (5) causes of correlates, and (6) directions for future research. Recommendations were made pertinent to each of these issues.

Order No. 74-11,888, 195 pages.

EDUCATION, GUIDANCE AND COUNSELING

THE EFFECTS OF HUMAN POTENTIAL GROUP COUNSELING ON THE SELF-CONCEPT AND ANXIETY LEVEL OF DRUG ADDICTS IN A THERAPEUTIC REHABILITATION PROGRAM

ALARCÓN, Frances McKenna, Ed.D.
University of Southern California, 1974

Chairman: Professor Bloland

Purpose: The overall purpose of this study was to investigate the effects of human potential group counseling, a technique originally designed for a nonclinical population, on a clinical population of drug addicts engaged in a rehabilitation program at Metropolitan State Hospital in Norwalk, California. It was the intent of this study to determine the degree and direction of change in the scores of the personality measures of self-concept and anxiety level. The purpose was also to determine the effect of the treatment on the addict's overall rehabilitation. Another purpose of this study was to use a control group with the experiment with drug addicts, a task rarely appearing in the literature.

Procedures: A sample of thirty-four drug addicts from the "family" therapeutic rehabilitation program at Metropolitan State Hospital participated in the experimental program. The seventeen members of the experimental group and the seventeen members of the control group were given the Cattel Anxiety Battery and the Blum Modified Semantic Differential one week before the experimental group met for ten weeks. The control group was not offered the Human Potential group counseling. The Cattell Anxiety Battery and the Blum Semantic Differential were administered the week following the termination of the experimental group.

A correlation design was used in determining the relationship between the Cattell Anxiety Battery and the Blum Semantic Differential and the selected indices of change. First pretest and posttest means and standard deviations were obtained for the experimental and control group. By a simple examination of differences between pretest and posttest data, the mean gains, standard deviation of mean gains, and the scores were determined. A one-way analysis of variance was then performed to determine whether significant pretest and posttest differences existed at the .05 level between the experimental and control group. To assure a satisfactory matching of the experimental and control groups, pretest scores were analyzed to determine whether there were significant differences between the groups. This analysis was performed for each individual test.

Selected Findings: The data yielded evidence that the Human Potential group counseling treatment does effect change on the variables of anxiety and self-concept of the drug addict. The change in anxiety was in the direction of more feelings of adequacy, more emotional control, and a reduction of feelings of hostility.

The findings show that there was significant change in anxiety and self-concept and that Human Potential group counseling did affect the experimental group significantly.

Selected Conclusions: (1) Drug addicts preparing to reenter the community from a rehabilitation program need more confidence to face the world, an adequate self-concept, to be more relaxed and skillful in response to unfamiliar situations and to have less anxiety; (2) one procedure for developing these attributes is a group counseling experience in the rehabilitation program; (3) the present study demonstrates that a group counseling procedure using Human Potential group counseling methods placed near the re-entry period of the rehabilitation program is effective in enhancing the personal attributes deemed necessary for readjustment in the community. There was a relationship demonstrated in the study between the group process and subsequent adjustment in the community.

Recommendations: (1) An attempt should be made to include a positive reinforcing group experience within the structure of the addict-managed rehabilitation program as well as the confrontation type procedure widely used. (2) Well trained, sensitive and nonjudgemental non-addicts can be successful

group leaders in rehabilitation programs directed by addicts. (3) knowledge of human behavior, especially in regard to human potential and techniques designed to stimulate and encourage development of potential, is an effective tool in working with the drug addict.

Order No. 74-17,324, 234 pages.

AN INVESTIGATION OF HIGH SCHOOL COUNSELOR ATTITUDES TOWARD DRUG PROBLEMS AS RELATED TO COUNSELOR DRUG KNOWLEDGE

KNODERER, M. Barbara, Ph.D.
Loyola University of Chicago, 1974

The primary focus of this study was an investigation of the relationship between high school counselor attitude toward problems about drugs, drug use, and drug abuse and counselor drug knowledge. It was also an inquiry into the relationship of the counselor's attitude toward drugs with regard to the counselor's age, sex, academic preparation, counseling experience, and involvement in drug education and counseling programs. It explored the relationship of counselor's pharmacological knowledge relative to counselor's sex, age, and academic preparation.

In February 1973, 383 counselors in the suburban high schools in Cook County adjacent to metropolitan Chicago were sent survey instruments. Two hundred nineteen counselors' responses from 41 high schools were included in the study.

Only a small per cent of the counselors had participated in curriculum planning for drug education. Very few counselors were functioning as consultants to teachers and administrators. Counselor involvement in the drug areas consisted mainly with counseling individual students with drug and drug-related problems.

The Counselor Drug Opinion Survey questionnaire consisted of 45 items to assess the attitude of the counselor. Positive attitude to these items was determined by a panel of judges comprised of professionals actively involved in the drug field. Twenty items on the instrument related to physical, psychological, legal and pharmaceutical knowledge of drugs based on scientific data. Nine items were constructed to obtain factual information pertaining to the counselor.

The counselors' attitude scores ranged from 61 to 199 with a mean of 161. The counselors' mean when compared with the judges' mean of 176 was not significant. The counselors' knowledge scores ranged from 0 to 190 with a mean of 115. When compared with the judges' mean knowledge score of 186, this difference was highly significant. No correlation was established between the counselors' attitudes and the counselors' knowledge relative to drugs.

Age was not a significant factor in either the attitude or knowledge of the counselor relative to drugs. The 25 to 30 age group was more knowledgeable than the other age groups but this difference was only significant in relation to the 30 to 40 age group. For both knowledge and attitude the female population exhibited higher mean scores than the male population, but these differences were not significant, and no correlations were established between these variables.

The mean attitude scores for counselors indicating graduate courses paralleled those not indicating graduate courses. The knowledge scores were higher for counselors indicating graduate courses. The mean differences were not significant for either attitude or knowledge of these two groups.

Positive and comparable attitude scores were demonstrated for the groups of differing lengths of counseling experience, however, no relationship was disclosed between attitude and counseling experience.

The most marked differences of opinion between the counselors' and judges' responses occurred on the survey items which presented the following ideas: approval of drug use by adult sources; the influence of society as motivation for drug use; the effects of drugs being determined more by personal and social factors than by the drug itself; misuse of substances that have some effect on mood, feeling or perception; the characteristics of drug users and drug abusers; and the effectiveness and presentations of drug education.

Order No. 74-16,953, 186 pages.

AN EVALUATION OF ALCOHOL EDUCATION METHODS

CONNOR, Bernadette Clara, Ph.D.
University of Pittsburgh, 1974

The study compared lecture and small discussion group methods in regard to increasing knowledge and effecting attitude change about alcohol use and alcoholism among mental health workers. It was hypothesized that while both methods of education would result in knowledge gains and positive attitude changes, increments in information level would be larger for the lecture method and positive attitude shifts would be greater for the small discussion group method.

Seven community mental health centers served as the sources of subjects for the study. The centers were randomly assigned to either the lecture or small discussion group method of alcohol education. All of the 100 participating subjects were tested by one measure of alcohol information and two types of alcohol attitude measures one week prior to the presentation of five weekly education sessions lasting for one hour and fifteen minutes. These same measures were administered one week following these sessions and again one month after the final session. The Alcohol Information Scale consisted of eighty multiple choice items and was considered as one variable in this study. The attitude measures used were: (1) the Williams' Attitude Scale consisting of two variables, the Temperate Scale (TU) and the Intemperate Scale (IU) and (2) a Semantic Differential Scale consisting of ten semantic concepts. Sex of the instructor was counter-balanced for each center, to insure as much randomization as possible for this variable. Information provided was consistent across both educational methods.

A weighted split-plot analysis of covariance was used to analyze the data generated by the study for each of the thirteen variables. This analysis produced an $F_{1,4}$ of 13.80 ($p=.0206$), indicating a significant difference (i.e., gain) between pre-test and post-test I for the small discussion group method for the information variable.

It was concluded from this study that while it is a relatively easy task to change levels of information, attitude change through the alcohol education process is a more complex and intricately involved phenomenon. Several of the issues that were raised by the results of this study regarding this phenomenon involved: the homogeneous composition of the groups, the factor that the method of delivery may not have as much influence as the size of the group, the problem of a high attrition rate among subjects and its possible effects on the data, and finally, questioning the components involved in both the cognitive and affective aspects of attitude change.

Order No. 74-21,655, 132 pages.

AN EXPERIMENTAL PROGRAM IN THE TREATMENT AND TRAINING OF FORMER HEROIN ADDICTS PREPARING FOR EMPLOYMENT AS PARAPROFESSIONAL DRUG ABUSE COUNSELORS

PETROS, Sam A., Ph.D.
Wayne State University, 1974

Adviser: Abraham F. Citron

The utilization of former drug addicts in the rehabilitation of other addicts has become a vital element in drug abuse treatment facilities. This study was conducted to examine the process of preparing former drug addicts to be paraprofessional drug abuse counselors by means of a six-month training program. Intensive individual and group therapy was part of this training program.

Specifically, the research was designed to answer the follow-

ing questions: (1) Can former heroin addicts be trained to function as paraprofessional drug abuse counselors? (2) Can successful completion of the program be predicted on the basis of preliminary testing? (3) What are the meaningful criteria of successful clinical functioning for the former addict employed as a paraprofessional drug abuse counselor? The criterion instruments used for pre- and post-training testing were the Counselor Performance Questionnaires, the Minnesota Multiphasic Personality Inventory, the Group Therapy Questionnaire, and the Otis Test of Mental Ability. Post-training results on these instruments were obtained two days after the completion of the training program. In addition, a six month and a one year follow-up study was conducted on the subject.

According to data gathered by the investigator the problems most often encountered in the training of former addicts to become drug abuse counselors include: poor attendance habits, health problems, avoidance of responsibilities, and the inability to make decisions and accept the consequences.

Results of the study reveal that when trained counselors were compared with untrained counselors, there were significant differences in favor of the trained counselors on twenty criterion indices. When untrained counselors were compared with the program's subjects at the beginning of their training period, the untrained counselors were rated higher on six out of twenty criterion indices.

In answer to the first research question, the conclusion was drawn that given the program described, former heroin addicts can be trained to function effectively as paraprofessional drug abuse counselors.

It was concluded that the answer to the second research question was two-fold: (a) Predictions of success or failure in the training program could not be made on the basis of psychological testing alone. (b) For those who did not drop prematurely from the program, there was no correlation between scores on psychological testing and successful completion of training.

In answer to the third research question, it was concluded that such factors as adaptability, decisiveness, objectivity, role awareness, and drug abstinence are the criteria of successful clinical functioning for the former drug addict. Predictions based on such criteria, however, must take into account the variables within different drug treatment programs which affect the kinds of counseling decisions which can be made and consequently job performance.

Data gathered from follow-up revealed that the majority of the graduates have shown evidence to become productive members of society as compared to their previous life patterns.

Order No. 74-29,842, 175 pages.

LOSERS AS WINNERS: A PSYCHOLOGICAL STUDY OF HIGH SCHOOL DRUG USERS AS SIXTH GRADE PEER COUNSELORS USING SELF-ACTUALIZING TENDENCIES

GOULD, Nancy Gibson, Ph.D.
United States International University, 1974

Chairman: Willis Robinson

THE PROBLEM: The problem of the study was to raise the levels of self-concept and self-actualization of high school students with drug use histories, through the Drug and Narcotic Education program of the San Diego City Schools.

The objectives needed to be achieved to accomplish the purpose of the study included: to provide situations conducive to improved self-concept and self-actualization; to involve subjects as trained counselors; to diminish effects of teen peer pressure through individual self-awareness.

The importance of the study derives from the realization that youngsters' personalities are at the root of drug use, not the chemicals they use.

METHODOLOGY: All data were secured from pre-/post-testing, using the Personal Orientation Inventory (POI) and an Interview Continuum (IC) dealing with qualities deemed inherent in self-concept. Comparisons involved three groups, pre-/posttested: Group A (N-28), trained, involved for six months as peer counselors in sixth grade classes; Group B (N=19), trained only; Group C (N-22), no training, no counseling; Group D (N-20) posttesting only.

Hypotheses were:

1. Factor scores of the Personal Orientation Inventory (POI) and Interview Continuum (IC) for Group A would change significantly.
2. As a group, high school students who had actively participated in peer counseling would have increased their self-actualization as measured by the POI.
3. As a group, high school students who had actively participated in peer counseling would have positively improved their self-concept as measured by the IC.
4. As a group, high school students actively participating in peer counseling would demonstrate greater personal growth than the control groups, as illustrated in contrasting the POI and IC results.
5. Drug users would significantly change more than non-drug users in Group A, as measured by the POI and IC.

Group A subjects were formed in four high schools through enrollment in Peer Counseling, a course offered for elective credit. Other subjects were randomly selected, solicited volunteers from high school study halls. Subjects were matched for age, sex, race and minimally, drug experience.

Differences between means on the POI, pre/post- were: Group A, 301.3/298.8; Group B, 294.0/251.4; Group C, 297.0/265.4. Differences between means on the IC pre-/post- were Group A, 36.95/36.57; Group B, 36.94/29.63; Group C, 34.10/30.45. To determine changes pre-/post- which were not evident in "bulking" of group scores, rank-order correlation was conducted. POI coefficient test of significance revealed; Group A, significant at $p<.05$ ($p=.041$); Group B, not significant ($p=0.11$); Group C significant at $p<.01$ ($p=0.60$). Rank-order correlation coefficient test of significance on the IC revealed: Group A, significant at the $p<.01$ ($p=0.74$); Groups B and C, not significant (p values at .033 and -3.69, respectively).

RESULTS: Analysis of data resulted in rejection of hypotheses, excluding number four, based on total scores of the POI and IC. Additionally, rank-order correlation demonstrated that involvement in peer-counseling increased self-actualization and self-concept over those not participating.

From the results, one major conclusion was drawn: high school students, given training and opportunity to be "winners" may increase self-actualization and self-concept and diminish their previously held "loser" attitudes about themselves. Yet to be determined is the effect of this improved attitude on the choice of use or non-use of drugs.

Order No. 74-20,519, 132 pages.

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EFFECTS OF CONTENT CENTERED GROUP COUNSELING ON MEMORY RECALL IN ALCOHOLIC BRAIN DAMAGED SUBJECTS

QUINTANO, Joseph Hugo, Ed.D.
University of Virginia, 1974

Major Professor: Dr. Richard L. Beard

Introduction

This study investigated the effects of content centered group counseling on memory recall in alcoholic brain damaged as compared to non alcoholic brain damaged experimental subjects and controls drawn from a large urban inner city population. In a publicly supported alcoholic rehabilitation center high rates of patient recidivism were observed by treatment staff involved in occupational, industrial, manual arts, counseling, educational, vocational and psychological therapies. Alcoholics appeared unable to assimilate new learning experiences and less likely demonstrated benefits from therapies involving learning processes. If group counseling is held to be a learning experience and alcoholics are unable to assimilate new learning experiences then this activity as a treatment approach would appear to be of little value. There is no evidence to support this assumption in the literature.

Design

Subjects entered the study in order of admission to an alcoholic rehabilitation center. Twenty subjects were admitted each week for six consecutive weeks for a total of 120 participants. Subjects were assigned to experimental and control groups on the basis of Benton scores indicating brain damage or not. Out of the 120 participants were selected 45 who were matched on the basis of age, sex, race, education, IQ, and Benton score. The data collected on these subjects was treated to statistical analysis.

Subjects were assigned to one of three groups: alcoholic brain damaged, non alcoholic brain damaged, and controls.

A prepared lecture on emerging concepts of alcoholism was presented to the subjects. A 15 item true-false test questionnaire based upon information in the lecture was administered as a measure of memory recall. Alcoholic brain damaged and non brain damaged subjects were divided into two groups each yielding four experimental groups. Each of the four groups participated in content centered group counseling on one of two operationally defined treatment levels based upon the lecture material. At the end of treatment subjects were administered the randomized pretreatment 15 item true-false test questionnaire. The post treatment test score was used as a measure of memory recall. Data were analyzed by Fisher's correlated t test and by analysis of variance.

Results

No significant t ratios were observed and there were no significant differences between pre compared to post treatment test score means on memory recall by groups or by treatment levels. The effect of minimal treatment on memory recall was not significant. The effect of intensive treatment on memory recall was not significant. Intensive content centered group counseling with alcoholic brain damaged subjects enabled them to maintain prior levels of memory recall. Effects of no treatment on control subjects showed a non significant loss.

Conclusions

Intensive content centered group counseling did not significantly increase memory recall in alcoholic or non alcoholic brain damaged subjects. Learning plateaus appear to occur beyond which intensive treatment has no significant effect in increasing learning efficiency or effectiveness. Subjects with histories of alcoholism appear to lose degrees of intellectual functioning ability. The length of time required in the recuperative process in alcoholism leads one to conclude that the longer the length of time between first admission for treatment and initiation of therapy programs, the greater may be the possibility that the alcoholic will respond in a successful manner to a treatment program.

Order No. 74-23,274, 87 pages.

THE USE OF VIDEOTAPE MODELS IN AN ALCOHOL TREATMENT PROGRAM

GREER, Richard Mack, Ph.D.
University of Missouri – Columbia, 1973

Supervisor: Dr. Robert Callis

The purpose of this study was to investigate the effect of videotape modeling treatment on the psychological adjustment, self-confidence, and motivation of patients in an alcohol rehabilitation program. The criteria measures used to assess the effectiveness of the treatment were (1) pretest-posttest MMPI change scores, (2) self-confidence ratings by others, (3) willingness to take antabuse, and (4) request for out-patient clinic follow-up. The study was an outgrowth of the observation that many alcoholics go through a rehabilitation program primarily to "dry out" and not to change behavior.

Method

Patients admitted to the detoxification unit at the North Little Rock, V.A. Hospital were administered the Minnesota Multiphasic Personality Inventory (MMPI). The patients were then alternately assigned by order of admission to the experimental group (N=34) or control group (N=34). During the 30-day rehabilitation program the experimental group viewed a series

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of twelve videotape interviews. A discussion by the experimental group followed each tape. In these interviews, successful graduates of the Alcohol Treatment Program at the North Little Rock V.A. Hospital discussed what they had done both in the program and since discharge that had contributed to their sobriety. Success was defined as two years sobriety since discharge and successful occupational and social adjustment in those two years. The models were verbally reinforced for specific active participation in the program. During the discussion period which followed each tape, the subjects were verbally reinforced for any references to past behaviors similar to those presented by the models or for any references to intentions to behave in a manner similar to the models. Both the experimental and control groups participated in the regular 30-day rehabilitation program; the experimental group merely had the added videotapes. During the last week of the program, the patients were again administered the MMPI, and they were also rated on the Self-Confidence Scale (S-Cfd) of the Adjective Checklist (ACL) by three members of the staff. Finally, a record was made of their requests for antabuse and/or out-patient treatment follow-up.

In order to test for psychological adjustment, one-tailed t tests for independent sample means were computed on the mean change scores between the experimental and control groups on each MMPI scale. A one-tailed t test was also computed for the S-Cfd rating scores between the experimental and control groups. One-tailed z scores were computed between the proportion of the experimental and control groups which took antabuse and requested out-patient follow-up.

Findings

The pretest-posttest MMPI change scores indicated that, compared to the control group, the experimental group had a significant drop ($p < .05$) in the neurotic triad (Hs, D, Hy). There was also a significant drop ($p < .05$) for the experimental group in the Anxiety Index (AI), an anxiety rating which uses the Hs, D, Hy and Pt scales of the MMPI. No other scales showed a significant difference between the experimental and control groups. On the S-Cfd scale the experimental group showed significantly greater self-confidence ($p < .01$) than did the control group. Using requests for antabuse and out-patient treatment follow-up as indicators of motivation to remain sober, the experimental group had a significantly greater proportion ($p < .01$) requesting both of these aids to sobriety.

Conclusions

The following conclusions were drawn as a result of the findings of this investigation:

1. Videotape modeling treatment leads to better psychological adjustment. There is less neurotic symptomatology, less use of psychophysiological defenses, and less anxiety.

2. Videotape modeling treatment leads to more self-confidence. The decreased anxiety scores suggest an intrapsychic self-confidence. The higher S-Cfd scores indicate that this inner confidence is communicated to others.

3. Videotape modeling treatment leads to a greater motivation to remain sober. Those viewing successful models tend to follow the models' pattern of using antabuse and out-patient treatment as aids to sobriety.

Order No. 74-18,538, 247 pages.